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The Study of English in El Salvador

LATIN Americans, generally speaking, are pleased by the increased interest in the Spanish language as attested by the larger number of students attending classes in schools and universities throughout the United States. Due to this fact and to the various activities being carried on by our Government in cooperation with governments in many other republics south of the Rio Grande, they are beginning to realize that our Good Neighbor Policy was not limited to the war emergency.

Latin Americans in turn are steadily increasing their valuable contribution to this cooperative effort in inter-American relations. They have not been content to sit by idly while we learned their language but have taken up the study of ours¹ in ever-increasing numbers and, in spite of handicaps in methods and materials, probably learn to speak more English than we do Spanish. Aside from the fact that the study of English is required in certain schools, the public at large is personally interested in acquiring a knowledge of our language. That this is true is shown by the fact that in the republic of El Salvador, in Central America, with a population of over two million people, the percentage of those who can speak English is surprisingly high. This in turn has been a source of disappointment to many United States citizens who came to El Salvador on their first visit to a Latin American country. They complained of the lack of opportunity to practice their Spanish.

The statement above that English is a required study needs some explanation. In this connection a very brief description of the educational system in El Salvador will be helpful.

The elementary school in El Salvador consists of six grades. The sixth-grade graduate is entitled to enter directly into any school offering secondary training. Upon graduation from one of the three national or official high schools, called *Institutos*, which offer five years of secondary education, the student receives the degree of Bachelor of Arts. In addition there are two full-fledged, four-year normal schools in San Salvador, the capital city, which provide the first three years of secondary school training and an additional year of professional training in education. There are also a number of *colegios* or private schools operated on a commercial basis, offering various combinations of elementary and secondary training. To this list must be added technical, commercial and secretarial schools and institutions for training in accounting, some of which offer courses in English.

¹ In this connection see in *MLJ*, March, 1944, my "Teaching English as a Foreign Language in Costa Rica."

It is in these secondary schools that the study of English is required over a period of three years, while in the fourth year the student may choose either English or French. Prior to 1946 no foreign languages were taught in the public elementary schools. Thus the number of students enrolled in English classes reaches the approximate figure of 3300. This figure does not take into account the large number of persons studying privately with or without a teacher nor the classes in translation offered in the National University. Neither does it take into account the *Escuela Nacional del Aire* whose purpose is the broadcasting of educational and cultural programs. The popular, half-hour English lessons that are broadcast nightly began early in 1943. Mr. Estéban Ulloa Morazán, the present director, has prepared and published an interesting series of booklets containing helpful suggestions, lessons and exercises to accompany the broadcasts.² There are as well as can be determined some 5000 listeners, and approximately 300 are sending in their exercises to be corrected and returned for further study. The extent of the serious interest in this program is indicated by the hundreds of letters received immediately after the occasional mechanical failures which prevent the broadcasting of a lesson.

In most Latin American countries teaching has not enjoyed full professional status. The custom of employing teaching personnel on a full-time annual basis to teach in one school has not been adopted widely. The University, for example, invites a practicing physician or surgeon to teach a class during an hour a day or a specified number of hours per week for which he usually receives a small compensation. Engineers and lawyers are likewise invited to teach in their spare time. Hence the stable faculty and the faculty and student-body relationship are missing and the teaching personnel find little encouragement to develop themselves or their courses as they would like to do. The normal and secondary schools obtain their personnel in the same manner. Full-time personnel is found in the positions of principal and supervisor, on the faculty of the elementary schools and in the position of director of all other schools. English teachers fill out their schedules by finding employment in several schools and by offering lessons in the private homes of individuals interested in learning the language. Thus those who teach the English language belong to a profession having the hazards of seasonal occupation.

Pre-service teacher training in El Salvador is provided by the two normal schools located in the capital city. The graduates are called *normalistas* who by virtue of this title may teach in the elementary schools and may also teach in secondary or normal schools after acquiring some experience. These normal school graduates have the equivalent of a high school education. The advanced or graduate studies offered consist of an occasional

² For the description of a similar program see *Hispania*, December, 1943, "Teaching English by Radio in Costa Rica."

series of lectures. English teachers are granted teaching certificates on the basis of their studies or residence in an English-speaking country. Some have traveled abroad at their own expense and have acquired a command of the language in English-speaking countries, and directors of schools usually give them preference. Once the teacher has entered upon his duties, however, his tenure depends principally upon enrollment and interest in his class, which in turn are influenced in part by the curriculum and the final examinations. This requires some explanation; hence a brief description is in order.

The system of examinations for promotion or graduation in Latin America is similar from one republic to another. A board of examiners, consisting of the class teacher and two or more members chosen at large from among teachers, officials and laymen, is appointed by the Ministry of Education. Familiarity with the subject of the examination is not a prerequisite for appointment to the board. The examination is based on a list of "points," which will be discussed later. At the scheduled time the class meets with the board and usually takes the examination in two parts. One part may consist of written translation from Spanish into the foreign language on a given topic. The second part may consist of oral reading, translation, conjugation of verbs, questions on grammar and an exercise in giving the English equivalents of Spanish words. The relationship between questions asked, especially in vocabulary, and content studied, is not always clear in spite of the fact that the examination is based on the above-mentioned list of "points." Each member of the board receives as remuneration a fee for each student examined.

The list of "points" for the English course was originally made up by a person or a committee appointed for the purpose of fashioning a curriculum for English studies. Since they were not at the time familiar with modern methods and teaching materials, with word counts or basic vocabularies or with the modern psychology of learning, they were guided by their own experience, opinions and an occasional, antiquated English text. Neither were they aware of the new concept of functional language. Rather they thought of language as bricks and mortar; the bricks were the vocabulary, and the mortar was the grammar which was to be handled in a logical order. Since they were able from their vantage point to survey the language as a whole with a reasonable comprehension due to their perspective and experience, there was no realization that the student would be struggling in the darkness below, trying to climb to the light through a mass of fog and confusion.

Remembering their own difficulties and stumbling blocks with a sense of elation and pride of victory over them, the committee proceeded to arrange those difficulties in outline form and in a grammatically logical order. At the same time they outlined the vocabulary to be learned by listing certain

subjects or topics which they had found useful in their own experience with the language. These topics were to be studied in English and included salutations, conversations in various places of business and business terms. Words of extremely low frequency such as highly technical and specialized terms—and many of a limited industrial or professional use—often found their way into the vocabularies.

This outline subsequently became the prime mover of a vicious cycle in which the student was the victim. The curriculum or list of "points" became the basis of the examinations, which in turn limited the English course to these points for the ability to answer questions based on them determined whether or not the student would pass. Hence the students with one accord objected to studying or considering anything not included in the "curriculum," which was at once the examination, the content of the course and the guide to study.

It becomes obvious at this point that any English teacher who made an overt attempt to change the content or method of teaching met with the disapproval of the students, excepting the first-year classes where the students had no previous experience to use as a basis for judging. In the absence of textbooks the teacher continued dictating the materials to be studied, and the students continued memorizing the outlined grammar rules and vocabulary at the rate of fifty or sixty unrelated words per week in a class that met during forty-five minutes each day, three days a week. Should the teacher insist upon innovations, he risked the disapproval of his class, and the students might petition the director of the school to provide another teacher. Thus the teaching personnel on all levels above the elementary school is encouraged to follow the original curriculum.

It would seem to be clear by now that English teaching, generally speaking, could be benefited by the preparation and study of new aims, organization, methods, materials and improvement of the professional standing. Under the handicap of large classes and insufficient equipment English teachers did some surprisingly good teaching. They experimented with different methods but knew little of what was being done by others for there was no organization or publication to serve as a medium for the exchange of ideas and experience. Many brought back fresh ideas from abroad and developed successful methods for their own classes—methods that enlivened the curriculum and made the English class seem more interesting and practical.

These teachers, then, working in the environment described, have turned out a product worthy of teachers with far better preparation and facilities. They have done a good job of teaching under the circumstances and great handicaps with which they have had to cope. With reference to their ability to speak the language they teach, they need not fear comparison with any similar group of foreign language teachers. The students they turn out are

correspondingly good, and their interest and enthusiasm are unwavering. Many teachers have prepared teaching materials and texts and would have done more if conditions had been more favorable.

Thus far we have considered the situation as it existed prior to 1945 at which time a new approach to educational problems was undertaken through the Ministry of Education. Soon after signing a cooperative educational contract with the Republic of El Salvador in 1945, the Inter-American Educational Foundation, Inc., an agency of the United States Government, sent an educational field party to San Salvador. This field party, after studying the educational problems of the republic with the help of the Minister of Education, Dr. Ranulfo Castro, set up, among other projects, one for the improvement of English teaching. This project envisioned a program of in-service teacher training, a series of three National Vacation Institutes or Summer Sessions, the development of a training department for teachers of English in a normal school and the preparation and exchange of teaching materials for English in both elementary and secondary schools.

The first Institute, under the direction of Miss Virginia Hightower, the Foundation Specialist in teaching English to Spanish-speaking students, was held over a period of seven weeks during the months of January and February 1946, in San Salvador. The thirty-three teachers who attended were divided into two sections in order to keep the classes small. These two sections took the same classes in *Methods of Teaching Foreign Languages*, *Composition*, *Conversation*, *Pronunciation* and *United States Literature*. The Institute was organized on the semester-hour basis so that a class meeting every day over a period of six weeks, exclusive of registration, final examination and so forth, would carry two semester hours of credit.

In addition to the classes the teacher-students met in afternoon discussion groups and workshops for the preparation of teaching materials and discussion of problems. The discussion groups prepared a statement of aims for foreign language teaching, involving knowledge of and attitudes toward foreign civilizations as well as actual skills in the language. Thus they now see and realize a common purpose in their professional lives and have a goal to guide their teaching. They have a new purpose about which they can organize their courses and a new standard by which to measure their accomplishment.

The new English curriculum, developed in the discussion group, provides for six years of English—two in the fifth and sixth grades of the elementary school and four in the secondary and normal schools. It will require several years for the entire curriculum to become active due to the fact that the first year of English will be taught in the fifth and sixth grades and in the first year of secondary schools during the first effective year of the new curriculum. During the following year the first year English course will be taught in fifth grade only and the second year course will be taught in the sixth

grade and in the first and second years of secondary schools. This process will continue until all six years of the curriculum have been established in their respective years and grades.

The Institute workshop was also successful in that the teacher-students learned to make new teaching materials. They retained these materials and began using them as soon as they went back to their teaching in February. Since the Institute they have continued making charts and maps, collecting pictures and seeking information about English-speaking countries to make their classes more interesting. The new methods and materials, which present the language in function, make the study of English more attractive and profitable, and students have been quick to appreciate them. In general, English has become the most popular class in the schools where the new "living language" approach is used.

Other beneficial results that grew out of the Institute for teachers of English include a teachers' association, which in turn designed a new system of teacher certification and which has organized English classes for the public at large at very reduced monthly rates; the creation of the new position of National English Supervisor in the Ministry of Education, and a demand for more teacher training.

The organization of a teachers' association is a long step forward in the improvement of the professional dignity of a group of people who have worked at their occupation long and earnestly under conditions that were not always favorable. Their prestige is rising with the creation of the office of the National Supervisor and the training and public attention they get through the Institutes. One valuable result of this well-deserved prestige is an appreciably increased measure of self-confidence.

The rules and regulations for the certification of teachers of English add a degree of security and already have a tendency to increase salaries. The directors of public and private schools are beginning to ask for teachers who have had the training provided in the Institute, and many of those who scorned the first one have begun seeking admission to later ones.

In order to take care of part of the public demand for classes the teachers' association has organized an English Academy where members of the Association offer night classes at a charge of three *colones* (\$1.20 U. S. Currency) per month, for three hours of instruction per week. With enrollment limited to twenty-five in each class the teacher still receives more pay than has been customary in the past. At the same time the public enjoys a higher grade of instruction in these classes than was generally available under similar circumstances before.

The National English Supervisor, Mr. Estéban Ulloa Morazán, has traveled throughout the republic explaining the new English curriculum and giving demonstration classes in the oral teaching of English. As a result of these activities English is now being taught in nearly all of the fifth

and sixth grades of the country as well as in the secondary schools. Many of the teachers have undertaken this additional work in the elementary schools, contributing their services without remuneration and on their own initiative. The eagerness and enthusiasm with which teachers and students alike apply themselves to the study of the language is a sight to behold! It must be remembered that many of those who are beginning to teach English in the grades have not studied the language before.

The activities described above have served to focus the attention of interested laymen, as well as of English teachers themselves, upon the Institutes with the result that it has been difficult to keep registrations to a limit that can be successfully handled with the available facilities. This general demand continues to increase in spite of the Foundation's emphasis on the fact that the Institutes are organized for teachers only. As mentioned above, the English teachers' association has made provisions for adults who wish to learn the language, and these facilities will be increased as circumstances permit.

One further item should not be neglected. As a result of the social aspect of the English program many Salvadoreans have learned at least two new songs in the language, namely, "Good Morning, Teacher" and the popular song "Always." A surprisingly large number of students can also sing "God Bless America," the words of which Latin Americans feel belong as much to them as to their neighbors to the north. They also know two popular folk dances, the "Varsuviana," sometimes called "Put Your Little Foot," and "Herr Schmidt," known as "La Raspa" in most Spanish-speaking countries. Thus Salvadoreans are learning our language and some of our social customs with enjoyment. They in turn have been model examples of hard work and patience, making their own lasting contribution to the field of Inter-American Affairs. The realization that they belong to a profession and to a professional organization gives them a common interest which they focus upon a common aim. This sense of companionship accompanying membership in an organization devoted to the furtherance of their interests and dedicated to their assistance has developed self-confidence. Secure in this feeling and in the knowledge that they are driving in the right direction with the proper methods and materials, they go about their business with a contagious eagerness and enthusiasm that command the respect of students and superiors alike. They are encouraged to prepare more teaching materials and are constantly seeking new ideas to improve their teaching methods. English classes are frequently the most popular in the public schools, and teachers and students alike are so enthusiastic that many teachers of other subjects are becoming curious. The prospects for the teachers of English and their program in El Salvador are brilliant.

REGINALD C. REINDORP

San Salvador
El Salvador

Formation of Italian Adjectives and Verbs from English Equivalents¹

THE ADJECTIVE

THE study of the following tables presupposes a knowledge of the forms of the Italian adjective. These fall in two groups, one ending in *o* and another in *e*. They change thus:

	masc.	fem.	masc.	fem.
sg.	<i>o</i>	<i>a</i>	<i>e</i>	<i>e</i>
pl.	<i>i</i>	<i>e</i>	<i>i</i>	<i>i</i>

I. Adjectives ending in *-o* in Italian are formed by the following groups of English adjectives.

1. Adjectives ending in *-id* in English which change to *-ido* in Italian.

limpid	<i>limpido</i>
placid	<i>placido</i>
Other examples:	
vivid	<i>vivido</i>
candid	<i>candido</i>
frigid	<i>frigido</i>
intrepid	<i>intrepido</i>

2. Adjectives ending in *-ry* in English which change to *-rio* in Italian.

contrary	<i>contrario</i>
visionary	<i>visionario</i>
Other examples:	
solitary	<i>solitario</i>
alimentary	<i>alimentario</i>
arbitrary	<i>arbitrario</i>
hereditary	<i>ereditario</i>
incendiary	<i>incendiario</i>

3. Adjectives ending in *-ive* in English which change to *-ivo* in Italian.

figurative	<i>figurativo</i>
native	<i>nativo</i>
Other examples:	
offensive	<i>offensivo</i>
communicative	<i>comunicativo</i>
digestive	<i>digestivo</i>
passive	<i>passivo</i>
successive	<i>successivo</i>

¹ These tables are a continuation of those published in the December, 1946 *MLJ*.

4. Adjectives ending in *-ic* in English which change to *-ico* in Italian.

allegoric	<i>allegorico</i>
comic	<i>comico</i>

Other examples:

barbaric	<i>barbarico</i>
classic	<i>classico</i>
cosmic	<i>cosmico</i>
democratic	<i>democratico</i>
organic	<i>organico</i>
geometric	<i>geometrico</i>
plastic	<i>plastico</i>
tragic	<i>tragico</i>

5. Adjectives ending in *-ate*, *-ete*, *-ite* and *-ute* in English which change to *ato*, *-eto* *ito* and *-uto* respectively in Italian.

accurate	<i>accurato</i>
complete	<i>completo</i>
erudite	<i>erudito</i>
acute	<i>acuto</i>

Other examples:

degenerate	<i>degenerato</i>
contrite	<i>contrito</i>
delicate	<i>delicato</i>
desolate	<i>desolato</i>
effeminate	<i>effeminato</i>
elaborate	<i>elaborato</i>
immediate	<i>immediato</i>

6. Adjectives ending in *-ous* in English which change to *-o* in Italian.

erroneous	<i>erroneo</i>
anonymous	<i>anonimo</i>

Other examples:

spontaneous	<i>spontaneo</i>
ambiguous	<i>ambiguo</i>
innocuous	<i>innocuo</i>
tremendous	<i>tremendo</i>

(Note: A few adjectives ending in *-ous* in English change to *-oso* in Italian.)

copious	<i>copioso</i>
curious	<i>curioso</i>
famous	<i>famoso</i>

II. Adjectives ending in *-e* in Italian are formed by the following groups of English adjectives:1. Adjectives ending in *-ble* in English which change to *-bile* in Italian.

adorable	<i>adorabile</i>
invisible	<i>invisibile</i>

Other examples:

considerable	<i>considerabile</i>
affable	<i>affabile</i>
imitable	<i>imitabile</i>
indivisible	<i>indivisibile</i>
terrible	<i>terribile</i>
possible	<i>possibile</i>

2. Adjectives ending in -al in English which change to -ale in Italian.

central	<i>centrale</i>
cordial	<i>cordiale</i>

Other examples:

fatal	<i>fatale</i>
artificial	<i>artificiale</i>
colossal	<i>colossale</i>
matrimonial	<i>matrimoniale</i>

(Note: Some English adjectives in -al do not follow this pattern: cynical—*cinico*, cyclical—*ciclico*, paternal—*paterno*.)

3. Adjectives ending in -ant, -ent in English which change to -ante, -ente respectively in Italian.

arrogant	<i>arrogante</i>
different	<i>divergente</i>

Other examples:

benevolent	<i>benevolente</i>
ignorant	<i>ignorante</i>
ardent	<i>ardente</i>
convenient	<i>conveniente</i>
recent	<i>recente</i>
vigilant	<i>vigilante</i>

4. Adjectives ending in -or in English which change to -ore in Italian.

inferior	<i>inferiore</i>
superior	<i>superiore</i>

Other examples:

anterior	<i>anteriore</i>
minor	<i>minore</i>
posterior	<i>posteriore</i>
ulterior	<i>ulteriore</i>

5. Adjectives ending in -ular in English which change to -olare in Italian.

circular	<i>circolare</i>
irregular	<i>irregolare</i>

Other examples:

perpendicular	<i>perpendicolare</i>
singular	<i>singolare</i>
regular	<i>regolare</i>
angular	<i>angolare</i>

6. Adjectives ending in -an in English which change to -ano in Italian.

American	<i>americano</i>
pagan	<i>pagano</i>

Other examples:

Italian	<i>italiano</i>
human	<i>umano</i>
Christian	<i>cristiano</i>

7. Adjectives ending in -cious in English which change to -ce in Italian.

atrocious	<i>atroce</i>
efficacious	<i>efficace</i>

Other examples:

tenacious	<i>tenace</i>
capacious	<i>capace</i>
mendacious	<i>mendace</i>

8. Adjectives ending in -ile in English which likewise end in -ile in Italian.

agile	<i>agile</i>
docile	<i>docile</i>

Other examples:

mobile	<i>mobile</i>
fertile	<i>fertile</i>
futile	<i>futile</i>
servile	<i>servile</i>
volatile	<i>volatile</i>
facile	<i>facile</i>

THE VERB²

I. Verbs ending in -are in Italian are formed by the following groups of English verbs:

1. Verbs ending in -ate in English which change to -are in Italian.

celebrate	<i>celebrare</i>
arbitrate	<i>arbitrare</i>

Other examples:

alleviate	<i>alleviare</i>
conjugate	<i>coniugare</i>
collaborate	<i>collaborare</i>
deteriorate	<i>deteriorare</i>
emanate	<i>emanare</i>

2. Verbs ending in -ize, -yze in English which change to -izzare in Italian.

analyze	<i>analizzare</i>
capitalize	<i>capitalizzare</i>

² These tables presuppose the knowledge of the three conjugations of the Italian verb.

Other examples:

colonize	<i>colonizzare</i>
localize	<i>localizzare</i>
monopolize	<i>monopolizzare</i>
organize	<i>organizzare</i>
realize	<i>realizzare</i>
generalize	<i>generalizzare</i>

3. Verbs ending in -ify in English which change to -ificare in Italian.

amplify	<i>amplificare</i>
classify	<i>classificare</i>

Other examples:

identify	<i>identificare</i>
magnify	<i>magnificare</i>
mortify	<i>mortificare</i>
notify	<i>notificare</i>
fortify	<i>fortificare</i>

4. Verbs ending in -ass, -ess, -it, -lt, -nt, -pt, -st, -ll, -rb, -rd, -rm, -rn, -rp, -rr, in English which add -are in Italian.

accord	<i>accordare</i>
pass	<i>passare</i>
confess	<i>confessare</i>
arm	<i>armare</i>

Other examples:

accost	<i>accostare</i>
adapt	<i>adattare</i>
cement	<i>cementare</i>
distill	<i>distillare</i>
govern	<i>governare</i>
disturb	<i>disturbare</i>
form	<i>formare</i>
consult	<i>consultare</i>
limit	<i>limitare</i>
usurp	<i>usurare</i>

5. Verbs ending in -efy in English which change to -efare in Italian.

stupefy	<i>stupefare</i>
liquefy	<i>liquefare</i>

Other examples:

putrefy	<i>putrefare</i>
rarefy	<i>rarefare</i>

6. Some verbs ending in -e in English which change to -are in Italian.

accuse	<i>accusare</i>
condense	<i>condensare</i>

Other examples:

confide	<i>confidare</i>
console	<i>consolare</i>
continue	<i>continuare</i>
approve	<i>approvare</i>
cause	<i>causare</i>
admire	<i>ammirare</i>
discipline	<i>disciplinare</i>
massacre	<i>massacrare</i>
salute	<i>salutare</i>

II. Verbs ending in *-ere* in Italian are formed by the following groups of English verbs:1. Verbs ending in *-end* in English which change to *-endere* in Italian.

attend	<i>attendere</i>
extend	<i>estendere</i>

Other examples:

offend	<i>offendere</i>
pretend	<i>pretendere</i>
spend	<i>spendere</i>
defend	<i>difendere</i>
ascend	<i>ascendere</i>
contend	<i>contendere</i>

2. Verbs ending in *-fuse* in English which change to *-fondere* in Italian.

confuse	<i>confondere</i>
diffuse	<i>diffondere</i>

Other examples:

fuse	<i>fondere</i>
profuse	<i>profondere</i>
effuse	<i>effondere</i>

3. Verbs ending in *-ist* in English which change to *-istere* in Italian.

assist	<i>assistere</i>
consist	<i>consistere</i>

Other examples:

persist	<i>persistere</i>
resist	<i>resistere</i>
desist	<i>desistere</i>
exist	<i>esistere</i>

4. Verbs ending in *-press* in English which change to *-primere* in Italian.

express	<i>esprimere</i>
compress	<i>comprimere</i>

Other examples:

oppress	<i>opprimere</i>
suppress	<i>sopprimere</i>
depress	<i>deprimere</i>

5. Verbs ending in -solve in English which change to -*solvere* in Italian.

solve	<i>solvere</i>
resolve	<i>risolvere</i>

Other examples:

dissolve	<i>dissolvere</i>
absolve	<i>assolvere</i>

6. Verbs ending in -tain in English which change to -*tenere* in Italian.

contain	<i>contenere</i>
abstain	<i>astenere</i>

Other examples:

obtain	<i>ottenere</i>
retain	<i>ritenere</i>
sustain	<i>sostenere</i>
detain	<i>detenere</i>

7. Verbs ending in -ade, -ide, -ode and -ude in English which change to -*adere*, -*idere* -*odere* and -*udere* respectively in Italian.

allude	<i>alludere</i>
persuade	<i>persuadere</i>

Other examples:

intrude	<i>intrudere</i>
invade	<i>invadere</i>
preclude	<i>precludere</i>
include	<i>includere</i>
divide	<i>dividere</i>
deride	<i>deridere</i>
corrode	<i>corrodere</i>

8. Verbs ending in -cede in English which change to -*cedere* in Italian.

concede	<i>concedere</i>
precede	<i>precedere</i>

Other examples:

intercede	<i>intercedere</i>
retrocede	<i>retrocedere</i>
cede	<i>cedere</i>

9. Verbs ending in -mit in English which change to -*mettere* in Italian.

submit	<i>sottomettere</i>
admit	<i>ammettere</i>

Other examples:

commit	<i>commettere</i>
permit	<i>permettere</i>
transmit	<i>trasmettere</i>

10. Verbs ending in -duce in English which change to -*durre* in Italian.

deduce	<i>dedurre</i>
introduce	<i>introdurre</i>

Other examples:

produce	<i>produrre</i>
reproduce	<i>riprodurre</i>
induce	<i>indurre</i>
reduce	<i>ridurre</i>

11. Verbs ending in -erge in English which change to -*ergere* in Italian.

diverge	<i>divergere</i>
converge	<i>convergere</i>

Other examples:

immerge	<i>immergere</i>
submerge	<i>sommergere</i>
emerge	<i>emergere</i>

12. Verbs ending in -pose in English which change to -*porre* in Italian.

oppose	<i>opporre</i>
depose	<i>deporre</i>

Other examples:

interpose	<i>interporre</i>
dispose	<i>disporre</i>
compose	<i>comporre</i>
presuppose	<i>presupporre</i>
suppose	<i>supporre</i>
impose	<i>imporre</i>

13. Verbs ending in -scribe in English which change to -*scrivere* in Italian.

describe	<i>descrivere</i>
prescribe	<i>prescrivere</i>

Other examples:

proscribe	<i>proscrivere</i>
inscribe	<i>iscrivere</i>
ascribe	<i>ascrivere</i>

III. Verbs ending in -*ire* in Italian are formed by the following groups of Italian verbs:1. Verbs ending in -ish in English which change to -*ire* in Italian.

abolish	<i>abolire</i>
polish	<i>polire</i>

Other examples:

perish	<i>perire</i>
impoverish	<i>impoverire</i>
vanish	<i>vanire</i>
punish	<i>punire</i>
admonish	<i>ammonire</i>
brandish	<i>brandire</i>
demolish	<i>demolire</i>

2. Verbs ending in -fer and -fere in English which change to -*ferire* in Italian.

confer	<i>conferire</i>
defer	<i>deferire</i>

Other examples:

differ	<i>differire</i>
interfere	<i>interferire</i>
transfer	<i>trasferire</i>
infer	<i>inferire</i>

3. Verbs ending in -hibit in English which change to -ibire in Italian.

prohibit	<i>proibire</i>
exhibit	<i>esibire</i>

Other examples:

inhibit	<i>inibire</i>
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4. Verbs ending in -vert in English which add -ire in Italian.

divert	<i>divertire</i>
convert	<i>convertire</i>

Other examples:

invert	<i>invertire</i>
pervert	<i>pervertire</i>
advert	<i>avvertire</i>

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In *The Record* for December, 1946, interesting statistical information is given concerning various of the cultural centers sponsored by the United States government abroad. Twenty-six centers representing various Latin American countries show the following totals:

cumulative enrollment	35,023
membership	12,209
current enrollment	17,433
public attendance	18,473
volumes in library	67,257
monthly circulation of volumes	14,346

Interested readers will find this and other pertinent information in *The Record*, published monthly by the Department of State.

Further evidence of Latin American interest in our language is given in Mr. Reindorp's article (pp. 131-137).

For Better French on the Air and in Movies

WHEN the Allied invasion of France began on D-Day, French place-names started to undergo steady punishment on the various American networks. Naturally they received their worst treatment at the "hands" of some of the amateur announcers reciting their own news summaries from the smaller local stations, but what they got from "top-flight" people speaking for the big companies was often terrible enough. Boulogne was usually "buh-loin," Gris Nez might come out as "grinnez," and Calais as "cullay" was practically inevitable. Falaise did occasionally get pronounced fairly well but most often sounded like "fuh-laze." Bastogne was generally "bass-tone," Liège was simply "leedge," Nancy was like the girl's name which is spelled that way, Saverne was "suh-vurn," Sarrebourg was "sarburg," and Luxembourg, as a part of having *all* its syllables mispronounced, seemed to end in "bore." Without a map to aid us—as well as some acquaintance with what a smattering of Spanish (with no other language) may do to a person's pronunciation of foreign names—we hardly could have guessed that "lay moan" was meant to be Le Moine.

It was not surprising that Saint (or Sainte) as part of a place-name should be pronounced as "saint" is in English, but that it should sound like "sahn"—as it generally did in Saint-Vith—is harder to explain. The rest of that name, moreover, was usually equally wide of the mark, and we heard Saint-Dié as "saint dee." Alsace was commonly "Al sass," whereas (aside from syllable-accent and the quality of the vowels) the *s* should have the sound of *z* as it should also in Mulhouse, which came out variously as "mull house," "mool house," or "muh loose." Namur was either "nuh murr" or "nuh moor." One of the worst-punished of all was the river Meuse, which was called "moose," "muse," "murze," or what have you. Lowell Thomas handled it with a pronunciation all his own, or rather with several at different times, and occasionally simply as "muse."¹

With the scene-shiftings of the world's drama as it is reported in the daily news, place-names come and go as do the names of people in politics. In the long run the way they happen to be pronounced is surely less important than the treatment of words or phrases which will continue to be spoken year in and year out. There can be little excuse for the frequent mispronunciation of common French expressions over the radio by people who

¹ This observation is based upon his broadcast of December 26, 1944, at 6.45 P.M.

ought to know better. For example, in a certain broadcast Bing Crosby repeatedly and emphatically mistreated the name *François* in what he seemed to think was French pronunciation, and in saying *chanson d'amour* he went out of his way to pronounce the last word as "ahmurr." For a nationally-known *singer*—a singer of "love songs" at that—really that was pretty terrible!²

Expressions of frequent occurrence are surely obviously indicated for correct handling if a show of "culture" is to seem at all convincing. When *La Barcarolle* sounds like "*Barker-ole*," a listener may feel inclined to regret that it has to be mentioned at all. *Chaise longue* has been so often distorted into "*chaise lounge*" that it actually gets into print in that form.³ Perhaps as horrible an example as any, however, is the way local announcers, doubtless merely copying department-store salespeople who try to be "fancy," pronounce the simple French word *lingerie* in the preposterously ridiculous mouthing of "lahnzheray." To anyone possessing the slightest real acquaintance with French sounds an out-and-out anglicization would seem infinitely better than that.

Really good pronunciation of words or phrases from a foreign language cannot be acquired by merely "looking up" items from time to time in some sort of dictionary or handbook. The best that can be hoped for from such a method is the acquisition of an odd assortment of not-very-close approximations, which will be either amusing or annoying to anyone who *knows* and which will have to be painfully *unlearned* later if one is ever to pronounce correctly. It is in the very nature of things that this should be so. The sounds of French words can never be shown exactly, and seldom even approximately, by any kind of re-spelling or diacritical marks such as are used in English. The various letters of the alphabet simply do not have the same values in the two languages. It is a question of producing sounds which cannot be made without using the vocal organs in ways to which English-speaking people are not at all accustomed. French pronunciation *can* be precisely indicated—none more so because it *is* so precise—by the use of the international phonetic alphabet. That can get you nowhere, however, unless you have already learned to recognize the sound-values of the symbols applicable to French transcription and unless you know how to go about reproducing those sounds. But then, if you had ever seriously studied phonetics, you would not need to be looking up the pronunciation of any ordinary French word. For in the study of phonetics—surely a subject of obvious interest in connection with broadcasting—a knowledge of French is well-nigh indispensable. French has been studied phonetically more than other languages have been, and it lends itself peculiarly well to the purpose because its sounds are so definitely and unequivocally just what they are.

² NBC broadcast of President's Birthday program from Hollywood, January 30, 1945.

³ *Detroit Free Press*, December 20, 1944, column by Leonard Lyons.

Moreover the very qualities which give to good French pronunciation its distinctive clarity and charm are attainable in English. If the principles of enunciation which *must* be learned in order to speak French passably well were reasonably applied in speaking English, the result would be far more clear and agreeable to listen to than what we hear most of the time over any radio in this country.

Attempts to represent the sounds of French words by "phonetic" spelling in English are mostly doomed to gross inaccuracy at best. Often they are simply ridiculous. A conspicuous example of absurdity in such efforts at transliteration appears in the use of "er," as in *her* or *per* or *jerk*, to represent the sound of *eu* in such words as *peu*, *feu*, *deux*, *Dieu*, *Bayeux*, or *Lisieux*. This misleading indication has worked much mischief in the pronunciation of people who have relied upon books in trying to learn the ways of a foreign tongue. It is indeed regrettable that the *NBC Handbook of Pronunciation* should employ such a crudely erroneous device as it does, for instance, in indicating *masseuse* as "maSERZ," *hors d'oeuvre* as "awrDERvruh," *Croix de Feu* as "krwah duh FER," or *Dieu* as "DYER."

There is no trace whatever of any *r* in connection with the *eu* in French words of this sort—except of course in those which really *have* an *r* at the end like *peur* or *leur*, for instance, in which case the vowel sound is different. As a matter of fact this spurious *r* has actually been used in some widely-known phonetic text-books published in France, notably one prepared years ago by Professor Genévrier of the University of Poitiers. The explanation is that these texts were designed for *English*—not *American*—students by Frenchmen who had learned English in England and who presumed that English-speaking people *never pronounced a final "r"*! Understood in this way the device comes about as close as possible to an indication of the sound by means of conventional English spelling, but unfortunately the average American reader does not so understand it.

The spurious *r*, however, is only one detail among many. The *NBC Handbook* illustrates, for instance, a wide variety of distortions in what it offers as supposedly "correct" pronunciations for *aiguillette*, *Bossuet*, *bouquet*, *Seine*, *brioche*, *Alger*, *habitué*, *aperçu*, *Fameuse*, *Paul*, *Marseillaise*, *au naturel*, *crêpe suzette*, *rendez-vous*, *Richelieu*, *rondeau*, *carrousel*, *carte du jour*, *aide-de-camp*, *russe*, *Saïgon*, *Boulogne*, *boutonnière*, *bouillabaisse*, *brassière*, *Bayeux*, *Javel*, and so on. The mistreatment of these items might seem less surprising if the *Handbook* were consistently and systematically wrong throughout. In fact it is often accurate enough as it is in the sounds indicated for *Caen*, *Crécy*, *Poitiers*, *Cenis*, *Ronsard*, *Renan*, *Aristide Briand*, *Toulon*, *Toulouse*, *laissez-faire*, *café*, *apéritif*, *croissant*, *garçon*, *régime*, *siècle*, *velouté*, *cartouche*, *carte blanche*, *contretemps*, *vers libre*, and others which are surely no easier to handle correctly than the ones which have been mentioned as inaccurately sounded. It is nothing unusual to hear three

or more errors combined in the mispronunciation of *à la mode*, but one might expect to see them avoided here since *à la guerre*, *à la mort*, and other "*à la*" phrases receive decent treatment.

No less significant than the matter of proper values for vowels and consonants are certain basic principles of which the nature and importance seem to be seldom recognized. One of these has to do with accentuation. The "tonic accent," always mentioned in connection with French pronunciation, is commonly misunderstood in two ways. In any case it does not fall simply upon the last syllable of a *word* but belongs only to the last syllable of a phonetic group, which may well include an entire sentence. Moreover, one needs to realize that this *accent tonique* is a very light accent indeed in extreme contrast to the manner of English, which appears to employ the heaviest stresses of any known language—with corresponding neglect of unstressed syllables. So delicate is French accentuation by comparison with ours that there may often be room for argument as to whether there really is any "tonic accent" at all. For our ears are so accustomed to weak and vague endings that a final syllable which has merely *equal* stress with the others may sound to us as if it were specially accented. The truth is well brought out in the testimony of an experienced newspaper correspondent. "Speaking in a monotone," he says, "instead of in a staccato-accented manner (as so many Americans do) is an aid in getting along in a foreign country." And he mentions an associate who "did better than most of the rest of us with the French peasants, largely because of this fact."⁴

Perhaps the most fundamental principle of all is that of exactly recognizing each syllable as such. (Of course this naturally accompanies the speaking of all of them with equal distinctness.) In French the demarcation between syllables is neat and definite, and an intervening consonant regularly goes with the *following* vowel. In English the separation is much less clear, and the common tendency is to grab off part of a second syllable along with the first. An easy exaggeration of this English-speaking habit produces the kind of result noticeable in "Mart-n" for *Mar-tin*, "wat-r" for *wa-ter*, "cert-n" for *certain*, "mount-n" for *moun-tain*, and all such hectic or jammed-up pronunciation, which grates on the ear of an Englishman and which in French (or most other languages) immediately makes speech seem not only crude and jolting but difficult to understand at all. Failure to recognize the proper division of syllables, however, makes the *NBC Handbook* incorrect as to the pronunciation of many words, as for example *Paris*, *littérateur*, *à propos*, *Dinard*, *cabaret*, *retroussé*, *attaché*, *risqué*, *tonneau*, *Richelieu*, *Robespierre*, *Rivière*, *picaresque*, *pittoresque*, *bonhomie*, or *crêpuscule* and has much to do with various inaccuracies in representing their sounds. Wrong syllabication is again the basic fault in pronouncing *Giraud* as "Jeer-oh," *Vichy* as "Vish-y," or *sortie* as "sort-y," which is how these words have often sounded in nation-wide broadcasts.

⁴ William F. McDermott, *Cleveland Plain Dealer*, July 30, 1944.

Since the *Handbook* sets out to represent the sound of each word not only by re-spelling but also by means of the phonetic alphabet, the latter at least might be expected to be really exact. It cannot be so, however, when it neglects such details as the marked effect of certain final consonants—above all the *r*—in lengthening the vowel which comes directly before it. The single item of the final *r* actually makes a very considerable difference in the quality of French pronunciation, and it comes into play very often indeed.

Atrocities commonly committed against the French language in radio broadcasting are no worse than what goes on regularly in the movies. A conspicuous example is the film, *A Song to Remember*, which presented the life of Chopin with Paul Muni and Merle Oberon in stellar rôles. Obviously all the conversation among the various characters, as it had taken place in the historical episodes portrayed here, must have been in naturally spoken French. Of course, in the film they all have to talk in English, but as a matter of appropriate tone or "atmosphere" we might expect them to pronounce accurately the very small number of French words or proper names that they actually do speak. The few words in question are important and inescapably significant in connection with the subject of the picture.

Somehow they do manage to enunciate well enough the name of M. Pleyel, though the French music publisher himself pronounces *nocturne* as if it rimed with "turn" and so on. All the players mispronounce *polonaise*, but Merle Oberon does it in a way all her own. The name of the character whom she represents, Georges Sand, is mistreated in all possible ways, including always *Sand* as if it were simply the English word "sand." Chopin is practically always called "show pan," though occasionally something like "shuh *pan*."

We still remember a movie of some years ago with George Arliss in the title-rôle of Richelieu. Naturally, as a well-trained English actor, Mr. Arliss handled his bits of French in satisfactory style, but when the crowd, supposedly representing the Parisian populace, hailed him with shouts of undisguised American "Ritchuhloo," any lingering illusion of reality was completely deflated. Though Hollywood has never seemed particularly interested in the European tradition of perfection in the acting of minor parts, it does not seem to be asking too much even of a collection of stand-ins that they learn to say one word passably well. Granted enough sense of vocal imitation to justify any movie ambition whatever, with a little skilful direction they should have mastered that detail in fifteen minutes at the outside.

In the *NBC Handbook* it is remarked that learning "to produce correctly all the sounds of all the languages" is obviously too large an order, yet "it is reasonable to expect an American announcer to master the sounds of one other language, usually French, Spanish, or German." Whether intentionally or not, the order in which these three tongues are mentioned is significant. The international importance of the French language is something of

which Americans need to be more aware than they have appeared to be in the past. As a recent magazine article expressed it conservatively enough, "French is one of the most widespread languages of the world."⁵ The highly-stimulated vogue of Spanish in the United States during the last several years will have done serious harm if it leads people to think that Spanish is an acceptable substitute for any *other* foreign language. Certainly it is no substitute for French, and our "neighbors" to the South, we may be sure, have no such notion. Many prominent South Americans, who have visited this country recently, have shown unmistakably where French stands in their scale of language values. Just as a sample one might recall the remark of a distinguished Brazilian, who on a visit to the United States was speaking of the fact that French, next to the mother tongue, was by far the most prominent language in his country as also in most other South American countries. "Surely," he said, "all languages are important to the internationally-minded person, but we are aware of the fact that French is the greatest language of modern culture. . . . You Americans don't seem to be."⁶

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⁵ *Esquire*, May, 1945, p. 98.

⁶ Reported in *School and Society*, November 4, 1944.

The Foreign-Language School Controversy in Hawaii

IN HAWAII the constitutionality of a war-time territorial law restricting the teaching of foreign languages has just been challenged by several Chinese-language school associations. Filed in federal court are injunction proceedings to restrain the governor, the attorney general and the superintendent of public instruction from putting into effect Act 104, Session Laws of 1943.

Under the present law no child can attend a foreign-language school unless he is nine years old and has completed the fourth grade. Children meeting these requirements may attend such a school provided the teacher is certified by a territorial examining board as being "reasonably well versed in the usage and idiom of both the English language and the foreign language to be taught by such a teacher."

All foreign-language schools in Hawaii were closed and have remained closed and inoperative since the United States entered World War II. There are now eight Chinese schools, five of which are voluntary unincorporated associations, according to the petition, and these schools are owned and conducted by more than 3000 persons, with the property being worth \$200,000. About fifty teachers are employed in giving instruction.

The petition states "... that in the elementary grades of the schools conducted by plaintiffs and of said other schools throughout the Territory the instruction was confined to the teaching of the Chinese language and the various methods of writing the same. That in said grades of said schools, they did not teach anything which is un-American or contrary to the ideals of democracy, but on the other hand, the teaching in said schools inculcated, and was intended to inculcate, in the minds of the pupils who were attending the same, a respect for the institutions and laws of the United States of America."

The offending act, so the petitioners claimed, violates their rights under the Constitution of the United States "in that it denies to them the equal protection of the laws and deprives them of liberty and property without the due processes of law . . ." The court was asked to declare the act null and void and to enjoin and restrain the defendants from enforcing its provisions.

While fellow-teachers were taking their cause to the courts, Y. S. Chang, general manager of the *New China Daily Press*, made application and re-

ceived permission from the Department of Public Instruction to reopen classes in the Chinese language. He had been for thirty-one years principal of the old Mun Lun School which was closed during the war.

It is Chang's belief that Chinese-American children will find wider avenues to success if they understand the language of their ancestors, and he points to Honolulu businessmen, professors and civic leaders who were once pupils at Mun Lun. "As to teaching anything un-American, that is out of the question. The ideals of China and our government are identical."

His plans are for about 200 students above the fifth-grade level, who can pass an English test administered by the Department of Public Instruction. One-hour classes are to be held daily following the regular school day with the emphasis on written and spoken Chinese as he believes the history and the culture of his people are covered in some degree by the public schools. The major problem is a lack of textbooks. Two teachers, examined by the Department of Public Instruction, are to assist in the instruction in an eight-room building which is still in good condition despite its present use as a warehouse.

The original organized objection to foreign-language schools came shortly after World War I. Target of chief criticism was the Japanese school system, which over a period of many years had become an elaborate structure in Hawaii. Little was said about the Chinese private schools. It was, indeed, the Japanese and not the Caucasians who first recognized the incongruity of a purely Japanese education for the *Nisei*. Formal announcement was made by the language-school authorities of a change of educational policy. Since the practice of returning to Japan had practically ceased, courses formerly designed to fit children to become Japanese subjects would be amended to train them as American citizens. The primary objective still would be the teaching of the Japanese language.

In conformity with the announcement a change was made not only in the course of study but in the school textbooks as well. All this came from within the Japanese community before agitation of the subject by, or pressure from, Americans.

Lorrin A. Thurston, speaking before the Honolulu Social Science Association, on November 8, 1920, in opposing a legislative bill that at that time would have practically abolished all language schools stated:

The Japanese did not come here of their own accord. We not only invited them to come, but actually recruited them, as agricultural laborers, paying the passages of thousands of them.

We made no stipulation that they should return home at the end of their term of service. On the contrary, we held out inducements to them to stay, and were glad when they did so.

Their children have increased beyond expectation. It is not their fault that this is so. We sought this very result by stipulating from the very beginning of the

immigration, that 25 per cent of all immigrants should be women. They were a picked lot—young and vigorous and unversed in the philosophy of birth control; and nature has taken its course.

We did all this primarily for our advantage, not their benefit.

They fulfilled their agreements. We profited and they prospered. Hawaii has developed marvelously—far more than would have been possible without their help.

But for them, we would now be facing a disastrous labor shortage.

They knew, and now know, no language but their own.

We gave their children free education in English in the public schools, which their parents gratefully and unanimously accepted. All Japanese children are now attending public or private schools taught in English.

The immigrants were, and are, proud of their children's advancement; but, not themselves knowing English, they naturally wanted their children to be able to speak, read and write their mother tongue. We can realize the reasonableness and naturalness of this desire by imagining ourselves residents of Japan under like conditions.

We recognized the propriety of this desire, and in scores of places the sugar plantations and others have contributed land and school buildings, and in some instances money, not only to language schools, but for both Christian and Buddhist churches and establishments as well, the pastors and priests of which were the chief promoters of such schools.

This friendly and even generous attitude is one of the factors largely responsible for the kindly relations which have existed between the races in Hawaii.

Thurston sized up the situation as not being primarily an anti-Japanese or even an anti-Oriental manifestation. He considered it an outgrowth of the recent war.

In writing of the present foreign-language school controversy in Hawaii, in which it is Chinese and not Japanese schools that are concerned, the November 30, 1946, editorial of the *Honolulu Star-Bulletin* stated:

It must be expected that if the Chinese claimants are successful in breaking down present restrictions on language schools, some Japanese schools will be revived.

The announced purpose of the schools was to teach a foreign language.

If this is the only, or chief objective, of these institutions, the languages can and should be taught in our public schools.

The fact is that the language schools were alien to American principles. They retarded Americanization.

There is much information to prove the intent and purpose of the former Japanese language schools. They, like the schools of Japan itself, were used to give the kind of education the militarists of Japan wanted given to prepare the Japanese people for the program of aggression and national policy they had determined to follow.

Prominent Japanese leaders have admitted that they were astonished that these Japanese language schools were permitted to continue in the United States and especially in Hawaii.

In postwar Japan the schools are being reformed. Much of the curriculum of the former schools in Japan and abroad is being eliminated, such as the "morals course," and the nationalistic course in Japanese history, a mixture of facts and mythology.

Science courses have been freed from imposed restraints. The teaching of the Japanese language has been reformed.

Schools such as those desired here, by certain people in Hawaii, could not now be conducted in Japan.

The evidence of the past and the needs of the children of all races in Hawaii indicate that territorial authorities should closely supervise and direct the education of our young people.

The present laws provide the qualifications for teachers. This is a proper exercise of legislative authority.

Those who wish to change the qualifications for teachers in these language schools are attacking the considered educational program of the territory.

It is recognized that Hawaii has some problems that are created by the character of the population of these islands. It has long been an acknowledged educational policy that the states and local communities have a large measure of control over the schools within their jurisdiction.

The experience of the past has been considered, the legislature has acted, regulations have been issued.

These should stand.

* * * *

The interests of the young people, of their parents, of all the people of Hawaii and of the United States should not be disregarded for the wishes of a few people who, though sincere, are mistaken as to what is correct not only as education for their children but as public policy for the territory.

The young people of Hawaii deserve the opportunity to get an American education. That is the first consideration. They should not be handicapped by schooling that retards Americanization.

If their parents are insistent that they study Japanese, or Chinese, it should be in circumstances that do not retard a really American education.

This problem of language education is affected by the broad principles of the American Constitution.

We can't outlaw teaching of foreign languages in private schools—but we can insist that such teaching be not to the detriment of public education of every public school child in the American language.

It can be truly said that nowhere within the American nation are the citizens so enthusiastically patriotic to the United States as those in Hawaii, regardless of racial background. The present foreign-language school controversy is just a symptom of post-war recovery.

CARROLL ATKINSON

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Reaching the Individual Via the Unit Method

INTEREST in individual differences in mental traits can be traced back to Plato and Aristotle, but scientific study in this area was initiated by Galton and his adherents. More recently, as the result of the objective-testing movement and of scientific studies in genetic psychology and child development, the importance of individual differences and their implications with respect to aims, content and methods of instruction have been emphasized.

If we accept the extreme position indicated by the recognition of individual variations, we should probably resort to complete individual instruction. Yet it is not clear that individual instruction is the best procedure to follow in the education of the individual. This is due to the fact that each individual is a part of a social group and a good portion of his education is concerned with human relationships. There is also a certain amount of beneficial stimulation in group learning which is lost under purely individualized instruction.

One of the most challenging aspects of our present-day educational activity is that centering around the problem of providing for individual differences. Not so many years ago teachers were wont to place the larger emphasis on the prescribed course of study. All pupils were subjected to the same requirements irrespective of their differences, and a single standard of success or failure was prescribed. Kaulfers points out that "a single regimented course, with uniform standards for all students, is an educational monstrosity."

Various plans have been suggested in recent years for individualizing instruction and thereby minimizing the adverse effects of mass education. It is only comparatively recently that the history of individual instruction has attracted the attention of our educators. However, individual instruction itself preceded all other methods of teaching. After the pendulum had swung widely in the direction of group instruction, progressive educators began to consider the problem of providing for individual differences among pupils. As early as the eighteenth century Harris and Shearer began to recommend and introduce less rigidity in the grade system by advocating flexible promotions by subjects. Another effort to meet individual differences was the Pueblo Plan sponsored by Search. Under the Batavia Plan Kennedy supplemented the regular recitation by a period of supervised study. In

1913 Burk advocated the Individual System, which has been so successfully adapted in the Winnetka Plan under the capable direction of Carleton Washburne; also there has developed the Dalton Plan as worked out by Helen Parkhurst. The educational proposals by the McMurrays, Morrison and Miller have also played a significant role. Dr. Billett in his monograph titled *Provisions for Individual Differences, Marking, and Promotion* lists twenty-eight provisions for meeting individual differences from an analysis of the replies of 8594 secondary-school principals. These plans have been reduced to seven categories: (1) homogeneous grouping, (2) special classes, (3) plans characterized by the unit assignment, (4) scientific study of problem cases, (5) variation of pupil load, (6) out-of-school projects and studies and (7) advisory, or guidance, programs. The first three categories are generally considered the "core elements of a typically successful program to provide for individual differences."

Speaking of plans characterized by the unit assignment, Billett states that "No provision now being made in the secondary schools for individual differences of pupils offers greater promise than the unit assignment. If the unit assignment did no more than place the emphasis on the *activity of the pupil* in the classroom instead of the activity of the teacher, it would justify its existence."

The Modern Foreign Language Study has abundant evidence of an objective nature relative to the poor classification that exists in modern language classes. The plan of grouping pupils according to learning capacity is widely considered preferable to teaching heterogeneous groups. Three experiments in ability grouping at the secondary-school level were sponsored by the Study. This research indicated that the I. Q. alone could not be used successfully as a reliable predictive or prognostic agent. The writer¹ reached the same conclusion on the basis of some experimentation in the field of modern language prognosis.

Many attempts have been made to provide for individual differences in heterogeneous or unsegregated groups. Johnson² reports that she finds it effective to present the same material to all students in the mixed group but to differentiate the test given good and poor students on this material. Sundeen³ reports valuable practices for individualizing instruction in unsegregated classes. Haller⁴ makes use of minimum, medium and maximum

¹ Maronpot, Raymond P., "Discovering and Salvaging Modern Language Risks," *MLJ*, May, 1939.

² Johnson, N. C., "Adjusting the Course in Spanish to High School Pupils," *Hispania*, February, 1934.

³ Sundeen, Myrtle, "Individual Differences in the Modern Language Class," *MLJ*, November, 1928.

⁴ Haller, R. W., "A Classroom Experiment in Modern Language Work: Instructional Procedure to Eliminate Segregation to Ability," *High Points*, November, 1929.

assignments for all lessons. Jackson⁵ reports an experiment with a group of repeaters in the De Witt Clinton High School. According to Jackson the essence of this experiment is the stimulation of interest and effort on the part of all pupils and the provision of learning activities on all levels of ability.

There have been developed numerous plans of lesson organization to provide for individual differences. These have been variously styled the Dalton, the project, the contract, the unit, as well as by other names. Cole⁶ makes use of the contract for individualizing instruction and gives references to sample contracts in many fields. Miller and Johnson⁷ report the use of the Morrisonian concept of the unit. They outline a unit to be covered in four or five weeks by fair pupils, an extended unit for good pupils and one still more enriched for excellent pupils. A device, an adaptation of the contract, in use at the University High School of the University of Oregon is described by Pattee.⁸ Crandon,⁹ following the Dalton Plan, describes her use of scrapbooks in the Horace Mann School of Columbia University. Applying the project method Greenwald¹⁰ uses lantern slides showing events, scenes, places and personages. Each pupil chooses one of these slides for special study, reads up on it and then presents a report to the class as the pictures are shown. Werner¹¹ developed projects to provide for individual development in his German course.

The traditional practice of fitting students of varying needs, interests, abilities and aims into a single lockstep type of foreign language course, with uniform assignments, textbooks and standards for all students has proved most unsatisfactory. In actual practice this undemocratic policy of mass instruction has resulted in serious maladjustments, high rates of mortality, mediocre achievement and the continuous necessity of justifying modern language instruction.

The reorganization of our modern language courses based on the philosophy of the Unit Method proposed by Dr. Billett¹² will greatly alleviate

⁵ Jackson, Eugene, "Adapting Teaching Methods to Pupil Material," *German Quarterly*, March, 1928.

⁶ Cole, F. D., "Individualizing Instruction in the Small High School," *Educational Outlook*, November, 1929.

⁷ Miller and Johnson, "Directing Study for Mastery," *School Review*, December, 1922.

⁸ Pattee, Edith B., "The Contract Plan in Foreign Languages," *The High School*, February, 1929.

⁹ Crandon, Laura B., "Daltonizing First-Year German Classes," *German Quarterly*, November, 1928.

¹⁰ Greenwald, Alma, "An Application of the Project Method to Visual Work in German," *High Points*, March, 1929.

¹¹ Werner, P. A., "Projects in German," *MLJ*, April, 1927.

¹² Billett, Roy O., *Fundamentals of Secondary-School Teaching—With Emphasis on the Unit Method*. Houghton Mifflin Company, 1945.

this sorry condition. The Unit Method, according to Billett, is "a systematic way of taking into consideration and applying with due emphasis every fundamental principle which should function in every good teaching-learning cycle." It is a general method of teaching, applicable at the secondary-school level as well as at the college level, characterized by two distinct but complementary phases: the *unit* and the *unit assignment*. The telic feature of this concept of unit organization lies in the effective provision it makes for individual differences.¹³

The unit (or learning unit), according to Billett, "is best regarded as a concept, attitude, appreciation, knowledge, or skill to be acquired by the pupil, which, if acquired, presumably will modify his thinking or his other behavior in a desirable way." It is the teacher's immediate goal, carefully selected and explicitly stated in terms of the contemplated growth of the learner. Every unit should then be delimited or broken up into smaller units of educative growth which collectively constitute the real unit. In other words *the delimitation of the unit* is a statement of the lesser learning-products which comprise the unit proper and toward which the instruction will be specifically directed. Finally the teacher should make a list of probable concomitant, indirect or residual learnings. These three phases of the unit of learning—namely, the general statement of the unit, the delimitation of the unit and the list of probable concomitant outcomes—are solely for the teacher's guidance.

The unit assignment (or experiential unit) is a sequence of worthwhile experiences and activities designed to promote most effectively the educative growth of the pupil. Whereas the learning unit is internal with respect to the pupil, the experiential unit is something external with which he is to interact. It is a tentative, preliminary but systematic plan of teacher-learner experiences and activities likely to promote the realization of the goal which is the unit. It may also be described as a well-planned series of problem-solving situations, through interaction with which it is hoped the learner will achieve some measure of educative growth. The unit assignment comprises two complementary (organically developed) sequences: a sequence of *suggested core-experiences* and a sequence of *optional related activities*, both of which should be made sufficiently flexible to provide adequately for individual differences.

The suggested core-experiences constitute situations, problems or activities to most of which all pupils, according to their varied abilities, aims, needs or interests, will be expected to react in some way or other; that is to say, these may be considered "a common core of educative growth for all pupils." Provision for individual differences among pupils in connection

¹³ Maronpot, Raymond P., *Three Units of Graded Readings in High-School Spanish*. Master's thesis, Boston University School of Education, 1942. "Providing for Individual Differences via Unit Organization," *Hispania*, May, 1945.

with this common core implies that each pupil will have the opportunity to achieve these learning products commensurate with his potentialities.

The optional related activities comprise all kinds of activities, such as projects, problems and contracts planned to enrich both horizontally and vertically the individual pupil's growth, which all pupils are expected to achieve in some measure from the suggested core-experiences. These "supplementary lateral excursions into learning" make provision for individual differences by being correlated with the pupil's other school subjects, with his extra-curricular activities and with his out-of-school avocational interests. In the preparation of these optional related activities there should be some that are specifically designed to promote the development of the concomitant outcomes, such as meanings, insights and resultant ideals, attitudes and appreciations.

The fact of individual differences in ability, needs, aims and interests cannot be denied. No common curriculum is sufficiently flexible to cope with the wide distribution of these differences and to effect a broad spread of educational benefits. This is true even when the desired objectives are the same for all pupils. It is evident that minds that are significantly different in capacity and in mode of operation require different kinds and amounts of assimilative material. It is not necessary for all to attack the same problems, but it is necessary for all to have successful experience in solving problems. This kind of educational adaptation may be extremely complex and challenging, but if we are sincerely interested in the genuine growth of the individual, the *Unit Method* may be compared to a "sensitive instrument that can be adapted to any given group of students as well as to the finely differentiated needs of each individual."

RAYMOND P. MARONPOT

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*Shall We Enter the Promised Land?*¹

IF we were asked to mention the most generally and most controversially discussed topics in this post-war period, the answer would surely be reconversion and reconstruction. These discussions are by no means confined to our industrial and economic problems but obtain also, though not so forcefully perhaps, with equal validity in the fields of religion and education. In education, for example, we can not but be struck by the earnest, almost competitive pronouncements, that have been issued by various groups and institutions. The most pretentious report perhaps is the one published by Harvard University on "General Education in a Free Society" which was ably reviewed by President Klapper, of Queen's College, in the last number of the *Bulletin of the American Association of University Professors*. Other universities have published similar reports; for example, Yale, Princeton, Iowa and Oregon. What particularly interests us in these reports is the consideration given to the curricular importance of foreign languages. Having in mind the recognized rôle that foreign languages have played in the development of higher education in this country and the generally admitted necessity of greatly extended knowledge of the languages of foreign countries with which we have been brought into important connection as a result of the war, we find the judgments on foreign languages as expressed in these reports disappointing. The Harvard report, for example, as Huebener² points out in the December number of the *Modern Language Journal*, makes the study of foreign languages largely a tool for one's improvement in English or for research, ignoring, if not denying, the intellectual and spiritual values which are acquired with an adequate knowledge of foreign languages and literatures. Reports from the other universities mentioned, especially those that have been influenced by their ASTP experience, are more liberal in their recognition of the value of foreign language study. On the whole, however, the post-war educational plans and programs which have been projected have not given foreign languages due consideration.

This apathetic or negative attitude toward foreign language study does not come as a surprise to foreign language teachers. We have for years been on the defensive against a campaign of opposition by educationists and

¹ Read before the annual meeting of the Kansas Modern Language Association at Lawrence, Kansas, April 27, 1946.

² Huebener, Theodore, "Comments on the Harvard Report," *MLJ*, XXIX, 8 (December, 1945), p. 677.

curriculum builders who have assumed authority as to the essentials in public education. Their argument is that space in our school curricula is limited and that other subjects, clamoring for admission, have greater educational value than foreign languages and should therefore rightfully displace these. In further justification of their position they charge that foreign language teaching has been ineffective, wasteful and disappointing.

Are there any grounds for this criticism? If so, then the way to gain recognition and support of our cause would be to examine past procedures and performances in order to discover faults and deficiencies and then promptly take steps to improve and reform our teaching. None of us, I think, would claim that the general results of foreign language teaching in the past have been satisfactory for reasons which would relieve teachers from a good share of the blame. We have been conscious of dissatisfaction outside our profession, and we are therefore not too greatly shocked by the rebuke, which might also be considered a challenge, staged by the ASTP.

The indictment most frequently heard against foreign language teaching contained three charges: (1) the disparity or lack of standards in the preparation of foreign language teachers, (2) the consequent disappointment in the results of foreign language teaching and (3) the utterly irrational and wasteful part played by foreign languages in our secondary schools.

As to charge number one, we need not go outside our own state to find facts which justify the charge. Among those of us responsible for and familiar with the annual surveys of foreign language study in Kansas schools previous to the second World War there is unanimous agreement that there was, and presumably still is, a deplorable disregard of standards of preparation required for teaching foreign languages. In all fairness it should be added that this situation was not the fault of the unprepared teachers but rather that of school administrators who for one reason or another assigned them to foreign language departments, often under protest. The fact remains, however, that many foreign language teachers, especially in our secondary schools, taught languages in which they themselves had had only elementary college courses and for which their defrauded students received credits which would be accepted to satisfy college entrance requirements. If then we recognize this professional ailment, the question arises, what can foreign language teachers and organizations do to provide a remedy? Some suggestions will be made later.

As to the validity of the second charge in the indictment against foreign language teaching, there are two kinds of testimony or judgment. The first and most general one is the superficial allegation by linguistic skeptics and antagonists that the study of foreign languages in our schools has no practical value and that the meager accomplishments in ability to speak the languages do not justify the time and effort spent upon them. The answer to this criticism is that education in its highest sense is not based upon the

commercial definition of *practical* and that the curricular limitations upon our teaching of foreign languages preclude the attainment of oral proficiency. The other testimony as to the quality of foreign language teaching, especially in high schools, comes from foreign language departments in our colleges and universities in which high school graduates are enrolled. The record of students who continue in college the languages begun in high school is, according to a study made by the speaker and published in the *Modern Language Journal* (March, 1932), better than that made by students who began the given languages at the University of Kansas. The disturbing fact brought out by the study, however, is the number of students who dropped or changed the foreign languages begun in high school. Of 512 students who entered the University of Kansas with Latin credits, 491 or 96% dropped the language; 129 offered Spanish and 98 or 76% changed; 135 offered French and 78 or 58% of these changed. A total of 80%+ of those entering with foreign language credits made a change in the college. The greatest change was from Latin to a modern language, the next from Spanish to French or German and then from French to Spanish or German. I think we would all agree that such situations need reform.

In coming now to the third charge in the general indictment against foreign language teaching—namely, the vacillation of foreign language offerings in high school curricula—a plea of guilty is, I think, inescapable. Here again the guilt does not rest upon the foreign teachers but upon school administrators and school accrediting authorities. As champions of our cause, however, we must unite in a movement to correct this evil. To give an example of this malady in our system I shall again refer to the situation in Kansas (revealed in a survey of foreign languages in Kansas schools made and published by me in the June number of *The Kansas Teacher*, 1935), which still no doubt exists in this as well as in other states. The survey covered 662 high schools—11 in first class cities, 77 in second class cities and the remaining 574 in cities in whose schools foreign languages had been taught at one time or another during the previous five years. The report of the survey shows that in the high schools of first class cities the foreign language offerings were fairly well stabilized. Only 48 high schools out of 77 in second class cities taught modern languages that year—a decrease of 3 from the year before and of 6 from two years before. But in the 574 remaining schools the instability of the offerings of foreign languages was so great that there was an annual shift of about twenty per cent among those that teach foreign languages. For example, there were 112 schools on the list that were not teaching foreign languages, but 53 of these were teaching one the year before. Then again there were 43 on the list which had no foreign language the year before. Finally there were 37 entirely new schools that were represented on the list. Most of these schools taught only one year of one foreign language, Latin heading the list. More than 11,000 boys and girls in these smaller schools were enrolled in foreign

language classes—8000 in Latin and 3000 in modern languages. In view of such a situation, what benefits can possibly be derived by these thousands of boys and girls from the study of foreign languages? Surely a charge of pretense and fraud and educational waste may well be made against the curriculum builders in these smaller schools.

If this rather depressing retrospective view of foreign language teaching in this country tends to cause discouragement and even pessimism concerning our cause, it also may serve to stir us in keeping with the post-war spirit of advancement to greater effort by inaugurating a new epoch in foreign language teaching in which our profession will enjoy benefits hardly dreamed of now. When Moses was leading his people, beset by dangers and hardships, through the wilderness for forty years, they struggled on because they were marching toward the promised land. Now we modern language teachers have for more than forty years been wandering through a wilderness of tradition, conflicting methodologies, shifting aims and objectives and consequent discord and dissension. We need a Moses to lead us into a waiting land of promise. Professor Viëtor in Germany was such a Moses in 1882 when he inaugurated the epoch-making reform method of teaching modern foreign languages. But someone asks is there a promised land now for modern foreign language teachers to which a Moses could lead us? And if so, what is it like and when would we get there?

At the risk of being called presumptuous or visionary I shall try to give a description of a potential land of promise for modern foreign language teachers. First of all the teachers themselves will be the great and decisive factor in the creation of such a promised land. Their preparation and methods will be gauged to more scientific and effective procedures in instruction in order to satisfy educational demands. I shall enlarge upon this point later. There will be an increasing demand for properly prepared teachers of modern foreign languages to take care of new languages that will be added to our academic curricula; for example, Russian and Chinese. In other words we shall have seven languages represented in our modern language association instead of the present three to five. These teachers will receive higher salaries and enjoy greater prestige because of recognized extra qualifications and attainments. Modern means of transportation will make it possible to attend summer schools of languages operated in selected centers of foreign countries which may be reached within forty-eight hours from any part of our country. Vacation tours in these countries will offer opportunities for students and teachers alike to acquaint themselves with the customs, manners and spiritual qualities of the people in these countries. The world-wide expansion of our trade and commerce and cultural exchanges will make it necessary to learn the languages of lesser nations, and for that purpose there will be schools or institutes for the intensive study of the languages of these nations for which many expert teachers will be required. In this land of promise the teaching of modern languages

will not be nullified by the haphazard and abortive offerings of modern languages in small, unstable, understaffed high schools, but standards will be established by which high schools will make themselves eligible to offer a minimum requirement of a given language.

Such then is the view of the promised land which our Moses standing on the heights of Mt. Challenge sees reaching out before him. Unlike the Moses of the Jews who viewed their promised land from Mt. Pisgah but himself was not permitted to enter, our Moses and his people may enter our promised land if they meet the conditions. These conditions are imposed by the demands of education and the laws of progress and apply especially to the preparation and training of modern language teachers. One, if not the main, reason for dissatisfaction with the results of modern language teaching in our country has been the failure to recognize and to incorporate in our methods of teaching two distinct, though not independent, objectives. We are all agreed that the learning of a language means primarily the acquisition of a vocabulary. Then we are agreed that there are two kinds of vocabularies; namely, active and passive. The possession of an *active* vocabulary means the ability to *speak* and *write* a foreign language with some degree of fluency. The possession of a *passive* vocabulary means the ability to read a foreign language intelligently and to understand it when spoken. The learning of an active vocabulary in any language logically carries with it the ability to read that language, but it is also possible to learn a passive vocabulary apart from an active one. Our beginning language texts, however, still present their materials in such a way that no distinction is made in practice on the part of students between active and passive vocabularies with resulting confusion as to the progress they are making. Special texts and a method are needed for teaching a passive vocabulary in which there would be no oral nor written composition, and the time generally taken for such work would be devoted to the learning of a given vocabulary and the reading of connected discourse in which the given vocabulary with its quota of grammar would be used in relevant and interesting narrative. It would naturally follow that more rapid progress can be made by this method than by the other if the materials have been systematically arranged. Your speaker has devised and used such a course in German which he calls "The Utility Method," a description of which appeared in *The German Quarterly* for January, 1945.

It is obvious that the requirements for teaching a passive vocabulary would not be as exacting as those for teaching an active vocabulary, and qualified teachers could, therefore, be more quickly turned out and in greater numbers. These would be recommended for positions in which the foreign language would be a minor subject and which would be taken in combination with other subjects in the teacher training schools. Teachers preparing to teach active vocabularies would have to pursue oral and

written composition courses in their college schedules and pass examinations in original compositions in the respective languages. Such teachers would fill positions in which the foreign language is at least the major subject.

Such a plan for supplying the demand for modern language teachers has pertinent bearing upon the controversy which has been raging on the pages of the *Modern Language Journal* between an associate professor of education, Edward F. Potthoff, at the University of Illinois, and an associate professor of French, M. S. Pargment, at the University of Michigan, concerning the preparation of foreign language teachers.³ The controversy arose over the questions of how much college work in a given foreign language should be required of a student to qualify him to teach that language and of what and how many other subjects might be combined with a given language which the student would be prepared to teach. On the basis of a survey of fifty high schools employing over twenty teachers in the State of Illinois, Mr. Potthoff collected interesting data on the teaching of foreign languages in these schools, which are contained in a *University of Illinois Bulletin*, XL, 19 (December, 1942), and made some recommendations on the preparation of foreign language teachers and especially on standardized combinations of subjects which would give prospective teachers maximum opportunities for securing positions. To these recommendations as he interpreted them Mr. Pargment made strenuous objections, charging that they were detrimental to foreign language teaching. Without taking sides in the controversy, my comment would be that both men have in mind the status quo of foreign language teaching and that a differentiation in the preparations of teachers according to the plan I have suggested would be a great aid in securing positions, especially in the smaller schools.

With the teachers and the teacher training schools doing their part in preparing our promised land, there remains the task of convincing our school administrators and curriculum makers that foreign languages should be given more worthy consideration and that they had better not be taught at all than to be dribbled along in a school program. This can be done by our organizations and influential supporters through resolutions and petitions, which is a right guaranteed to us by the Constitution of the United States of America.

E. F. ENGEL

University of Kansas
Lawrence, Kansas

³ Pargment, M. S., "Concentration vs. Dispersion in the Training of Teachers of Foreign Languages," *MLJ*, October, 1944. Potthoff, Edward F., "Preparation of Foreign Language Teachers: Fact vs. Fiction" (a reply to "Concentration vs. Dispersion"), *MLJ*, November, 1945. Pargment, M. S., "Reply to Professor Potthoff's article on 'Preparation of Foreign Language Teachers: Fact vs. Fiction'," *MLJ*, November, 1945.

Editorial

The Paper Shortage—and Printing Costs

Our printers, the Banta Publishing Company, have requested us to print small numbers for the next few months, due to a serious paper shortage. Therefore, the first numbers of 1947 will be small. We expect to be able to return to larger issues as soon as the paper is available.

The cost of printing has increased approximately thirty per cent over last year. To offset partially this cost the Executive Committee increased the price of the *Journal* fifty cents per year, or twenty-five per cent. This increase is not pleasant, but it is the same story everywhere in the publishing business. Most weeklies are up one hundred per cent. Newspapers have increased their prices from two to three hundred per cent. The recently elected Business Manager and Editor trust that our members will bear with us until we are able to adjust our plans to these unexpected difficulties.

Announcements

King's Crown Press

King's Crown Press, a division of Columbia University Press, (1145 Amsterdam Avenue, New York 27, New York) announces the early publication of two scholarly books of particular interest to *MLJ* readers. They are: Brody, Clara C., *The Works of Claude Boyer*, \$2.50 (paper-bound) and Mathews, Andrew Jackson, *La Wallonie, 1886-1892*, \$2.25 (cloth with jacket).

New England Modern Language Association

The Annual Meeting of the New England Modern Language Association will be held May 10, 1947, at Boston University College of Business Administration, Commonwealth Avenue, Boston. The program will be available later.

Program of the Thirtieth Annual Meeting of the Central States Modern Language Teachers Association

Western Division

April 25-26, 1947—Loraine Hotel*—Madison, Wisconsin

Theme: "The International Outlook"

Friday, April 25

6:30—Dinner; president's address: "Recreation for the Modern World" (Elfriede M. Ackermann) and program of plays, songs and dances presented by the French, German and Spanish departments of the University of Wisconsin.

Saturday, April 26

8:00—Registration and exhibits.

9:30—Addresses: "The Modern Languages—a Postwar View" (Walter V. Kauffers, Stanford University) and "Modern Languages as Crucial in the Modern World" (Merritt Hughes, English Department, University of Wisconsin).

12:00-2:00—Luncheons.

French—Germaine Mercier, University of Wisconsin, *chmn.*

German—Elizabeth Rossberg, Milwaukee-Downer College, *chmn.*

Spanish—Kathleen Joyce, Lawrence College, *chmn.*

2:00-4:00—Section meetings.

French—C. J. LeVois, University of Iowa, *chmn.*; Genevieve Musson, Harvey,

* Hotel reservations should be made as soon as possible at any of the following hotels: Loraine, Park, Belmont.

Illinois, *sec.*; M. S. Pargment, University of Michigan ("Oral-Aural Work—Theory, Practice, Aims") and Alexandre Aspel, University of Iowa ("La vie théâtrale à Paris pendant les dix dernières années"), *speakers*.

German—C. R. Goedsche, Northwestern University, *chmn.*; Walter Reichart, University of Michigan, *sec.*; F. K. Richter, Illinois Institute of Technology ("Deutsches Schrifttum seit dem Kriegesende") and R. H. Delano, Lake Forest Academy ("Various Uses of Recording and Listening Equipment in Secondary School Language Courses"), *speakers*; report of the Committee on Correlation of one-year college and two-year high school German.

Italian—Joseph Rossi, University of Wisconsin, *chmn.*; Marie Davis, University of Wisconsin, Extension, *sec.*; Elton Hocking, Northwestern University ("The Use of Phonograph Records in the Teaching of Italian"), K. Bottke, University of Wisconsin ("Studies on Italian Phonetics in America") and A. Calpin, University of Wisconsin ("The G. I. University in Florence"), *speakers*.

Spanish—Everett Hesse, University of Wisconsin, *chmn.*; Marion Coy, Waukegan Township High School, *sec.*; A. N. Christensen and J. A. Cuneo, University of Minnesota, *speakers*.

Eastern Division

May 9–10, 1947—Hotel Fort Hayes—Columbus, Ohio

Theme: "International Relations and the Implications for Foreign Language Study"

Friday, May 9

6:30—Dinner (President Ackermann presiding); address: "International Educational Relations and the Implications for Foreign Language Study" (Harold Benjamin, Dean of Education, University of Maryland) and program of entertainment under auspices of Ohio Modern Language Teachers Association arranged by Vice-President Ethel LaVelle, Columbus.

Saturday, May 10

8:00—Registration and exhibits.

9:15—General session (President Ackermann presiding). "World Trends in Business and Social Relations and the Implications for Foreign Language Study" (Guy Snavely, Executive Director, Association of American Colleges) and "The Articulation of High School and College Foreign Language Study" (Stephen A. Freeman, Vice-President of Middlebury College and Dean of École Française de Middlebury).

11:00—Round table discussions on problems of teaching: "Foreign Languages at the High School Level" (Frances Patterson, President of Ohio MLTA, presiding with panel of high school teachers.) "Foreign Languages at the College Level" (Hermann Schnurer, President of Modern Language Section of Ohio College Association presiding with panel of college teachers.)

12:00—Business meetings of Ohio chapters of AATF, and AATSP.

12:30–2:00—Luncheons (under auspices of Ohio chapters of AAT).

French—Don Demorest, President AATF, presiding; address: "On Your Guard" (Stephen A. Freeman).

German—Reinhold Nordsieck, Acting President AATG, presiding; organization of an Ohio chapter of AATG and discussion of proposed projects by representative speakers.

Slavonic—Justina D. Epp, Acting President AATSEEL, presiding; address: "Slavic Studies in the Central States" (A. P. Coleman, Columbia University, General Secretary AATSEEL).

Spanish—Leona Glenn, President AATSP, presiding; address: "Importancia de Federico García Lorca en la poesía española" (Gabriel Pradal, Ohio State University).

2:00-4:00—Section meetings.

French—Frederick Lehner, West Virginia State College, *chmn.*; Ralph Howell, Bexley High School, Columbus, *sec.*; Ethel LaVelle, North High School, Columbus ("Experience with Movies and Records"), Walter Meiden, Ohio State University ("Broadcasting French and Classroom Teaching"), Frances G. Patterson, Harman Avenue School, Dayton ("Beginning French through Slide-Films"), Ernst Willner, University of Illinois, Navy Pier, Chicago ("Veterans in Language Classes") and Claude Strauss, Ohio State University ("L'Existentialisme dans la poésie française moderne"), *speakers*.

German—Bernhard Blume, Ohio State University, *chmn.*; Donald S. Berrett, Indiana University, *sec.*; Melitta Gerhard, Wittenberg College ("Schiller als Erzieher"), T. C. Dunham, Ohio Wesleyan University ("Thomas Mann's *Mario und der Zauberer*") and Henry Kratz, Ohio State University ("English Grammar and Success in Foreign Languages"), *speakers*; report of the Committee on Course Outline.

Slavonic and Eastern European Languages—Thomas A. Sebeok, Indiana University, *chmn.*; Justina D. Epp, Ohio State University, *sec.*; Harlan Hatcher, Dean of the College of Arts and Sciences, Ohio State University ("Word of Welcome"), Harry Josselson, Wayne University ("The Need for a Russian Basic Word List"), Agnes Jacques, Roosevelt College ("The Teaching of Russian—Past, Present and Future"), Thomas A. Sebeok, Indiana University ("Finno-Ugric Studies in Europe and in the United States") and Nikolai Baklanoff, Battelle Memorial Institute, Columbus, Ohio ("Scientific Russian"), *speakers*.

Spanish—Richard Armitage, Ohio State University, *chmn.*; Paul Waldorf, Denison University, *sec.*; symposium: "Spanish Teachers in the War Effort" (Charles Staubach, University of Michigan, James Browne, Kenyon College, and Ernest Moore, Oberlin College).

(NOTE: Printed programs of all sessions of both divisions with lists of exhibitors and advertisements will be mailed about April 5th to all modern language teachers in the sixteen state territory of the Association. Persons wishing to be assured of receiving a program should send name and address on a postcard to Professor James B. Tharp, 209 Arps Hall, Ohio State University, Columbus 10, Ohio. Mailing cards to make reservations for hotel rooms and for the luncheons and dinners of both divisional meetings will accompany the printed programs.)

JAMES B. THARP, *Secretary-Treasurer*

Notes and News

Regretfully we note the loss of Georges Cirot. The well-known French hispanist, editor of the Bulletin Hispanique, passed away at the age of 76, November 27, 1946.

EXECUTIVE COMMITTEE, NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS

REPORT OF ANNUAL MEETING OF 1946

The TWENTY-FIFTH Annual Meeting of the Executive Committee of the National Federation of Modern Language Teachers was called to order by President Milwitzky at 9:00 A.M. on December 29, 1946, in the Board Room of the Cosmos Club in Washington, D. C. Present at the meeting were Messrs. Milwitzky, del Toro, Pitcher, Di Bartolo, Doyle, Freeman, French, Hurwitz, Leavitt, Olinger, Pei, Purin, Rossi, Tharp, and Zeydel.

The agenda for the Annual Meeting, as prepared by the Secretary, after all members of the Executive Committee had been invited to submit items for consideration, were taken up and considered in order.

Since a copy of the corrected minutes of the Annual Meeting, of 1945 had been published in *The Modern Language Journal*, after having been sent for correction to all members of the Executive Committee, the reading of these minutes was dispensed with.

The Secretary's report was passed for the time being since all items included in it had to do with questions discussed later in the meeting in connection with other matters considered by the Executive Committee. It is published elsewhere in this issue of the *Journal*, together with the audited report of the Treasurer for 1946.

Mr. Di Bartolo, the Business Manager of *The Modern Language Journal*, reported a net increase of approximately 300 subscribers during 1946, together with some increase in the income from advertising. The report of the Business Manager showed an increase of about 8% in the income to the Federation from the publication of the *Journal* during 1946 as compared with the preceding year. A considerable number of subscriptions were received from Russia. After numerous expressions of approval by members of the Executive Committee, it was *voted* to accept the report with thanks to the Business Manager for his good work.

Professor Olinger presented his report as Managing Editor of *The Modern Language Journal*. It had been his policy during his term as Managing Editor to publish material of interest to teachers of all languages, to stress particularly problems of teaching under current changed conditions, and to offer as much help as possible to teachers in the smaller communities, particularly high-school teachers. The Editor offered a well-deserved tribute to Mr. Harold J. Bachmann of the George Banta Publishing Company, printers of the *Journal*, and expressed his thanks to his assistant, Miss Cybèle Pomerance, for her faithful and effective work, and to Messrs. Di Bartolo, Milwitzky, and Pitcher for their cooperation. The Executive Committee *voted* to extend special thanks to Professor Olinger and Miss Pomerance for their splendid work in editing the *Journal* during the past three years. The Committee also *voted* to present Professor Olinger with bound copies of the volumes of the *Journal* which he edited.

Under "old business" the following matters were considered:

1. As a member of the Committee on the printing of "Vocational Opportunities for Foreign Language Students," Secretary Pitcher reviewed the details of the process by which a new edition of the pamphlet was prepared and published during 1946. The Executive Committee *voted* special thanks to Dr. Theodore Huebener for his splendid work as author of the second revised edition of "Vocational Opportunities." It was also *voted* to continue Dr.

Huebener's committee, with the thought that the Committee may be continually active in the acquisition of new data in the event that conditions may justify another revision of the pamphlet within the relatively near future. In connection with the distribution of the pamphlet it was suggested that affiliated associations might offer the publication for sale at their meetings and that steps be taken to make it available to faculty members or committees on vocational guidance in schools and colleges. It was also suggested that the publications of vocational organizations might carry announcements which would promote the distribution of the pamphlet.

2. Professor Olinger, Chairman of the Federation Committee on the Establishment of an NEA Department of Modern Foreign Languages, gave the results of the investigation by his committee. After hearing Professor Olinger's report, the Executive Committee *voted* to table the matter pending the reorganization of the NEA now in process and also to continue Professor Olinger's committee. At this point Professor Tharp suggested that the Federation take steps to join the American Council on Education. Dean Doyle moved that the Federation take such steps. The Executive Committee *voted* to authorize the incoming President to appoint a new committee to consider this matter.

3. President Milwitzky reported by proxy on the activities during 1946 of the Federation Committee on the Training of Modern Language Teachers. Professor Rice, Chairman of the Committee on the Training of Modern Language Teachers, was invited to sit with the Executive Committee during the presentation of President Milwitzky's report. Although little progress was made by the Committee during 1946 due to inability to secure adequate financial support, President Milwitzky suggested that efforts should not be abandoned, basing his opinion on an encouraging interview with Professor Robert Herndon Fife of Columbia University. Professor Rice confirmed the report presented by President Milwitzky. Professor Tharp moved that the Committee be continued. The Executive Committee *voted* to authorize the incoming President to appoint a new committee.

4. Since the Committee on the Establishment of a Modern Language Week had not been organized and therefore had no report to present, the Executive Committee *voted* to approve a motion by Dean Doyle that a committee be appointed by the incoming President to see what can be done to develop the organization of a National Modern Language Week.

5. President Milwitzky reported that no progress had been made during 1946 on the matter of the formation of a national council of modern language teachers associations. On a motion by Dean Doyle, the Executive Committee *voted* to table the matter.

6. Secretary Pitcher, General Chairman of the National Committee on the Place of Foreign Languages in American Education, reported briefly on the efforts of the Committee during 1946 to continue the work of establishing under effective leadership regional committees organized to conduct publicity work in behalf of the interests of foreign language teaching, especially in those areas in which no local associations affiliated with the National Federation are now active. The efforts of the Committee were hampered by lack of funds with which to subsidize local publicity work, or by inability to find local leaders who could secure the funds from local sources, or who were willing to undertake the work without considerable financial backing by our national organization. In this connection General Chairman Pitcher related some of his experiences in attempting to effect a relationship with the State Modern Language Associations of North Carolina and Texas, long listed as affiliates of the National Federation. The former has long been inactive and the latter apparently no longer exists. On a motion from Professor Zeydel, the Executive Committee *voted* to drop these associations from the group of organizations affiliated with the National Federation. Since the Chairman of the Committee is taking over the position of Business Manager of the *Journal*, he asked to be relieved of the chairmanship and suggested that either a new chairman be appointed and the committee continued or that the committee be discharged. The Executive Committee *voted* to discharge the Committee.

7. Professor Rossi read a brief report submitted by Professor Hocking, Chairman of the

Committee Appointed to Investigate Audio-Visual Equipment Available from the Army at a Nominal Price. Professor Hocking reported that, as far as his committee had been able to ascertain, no such material has yet been offered for sale and suggested that those interested in securing such material keep in touch with local purchasing agents. The Executive Committee *voted* to accept the report with thanks and to discharge the Committee.

8. An application to become affiliated with the Federation and a contribution toward the expenses of the Federation were received from the American Association of Teachers of Slavonic and East European Languages. After a detailed account, by President Milwitzky, of discussions with its Secretary and of an interview with its President, Professor Simmons of Columbia University, Professor Pei proposed and the Executive Committee *voted* to approve the application of AATSEEL for affiliation with the Federation on the same basis as that on which other AAT groups have been affiliated, and the Secretary was instructed to notify the Secretary of AATSEEL of this action and to thank the Association for its contribution.

9. The possibilities of joint meetings of the various national language teachers associations (AAT's) were discussed at some length. The chief obstacle in the way of such meetings seems to be the great difficulty encountered in finding a satisfactory time for them. Since these national groups will meet next December in Detroit at the time of the annual meeting there of the Modern Language Association, the Executive Committee *voted* to instruct the incoming President to explore with the aid of a local committee the possibility of a joint meeting next year in Detroit.

10. Secretary Pitcher reported on the progress of the voting by the affiliated associations on the proposed amendment to the Constitution of the National Federation to add the word "Associations" to the present name. At the time of the meeting of the Executive Committee five of the ten affiliated associations had voted to approve the amendment. Within a day or two after the time of the meeting enough additional associations had approved the proposed amendment to produce the required two-thirds vote needed to pass it. At the time of this writing, therefore, the Secretary can report that from now on the National Federation of Modern Language Teachers will be known as the *National Federation of Modern Language Teachers Associations*.

In this connection the Executive Committee discussed the question whether the Federation seal should be changed to conform with the new name of the organization in the event that the proposed amendment should be approved. Professor French moved and the Executive Committee *voted* not to authorize a change in the Federation seal.

11. Secretary Pitcher reported that the Lesson Plan Series originally published in *The Modern Language Journal* had been published and offered for sale by the Syracuse University Press, although the contract proposed by the Press had not been signed by the officers of the Federation. President Milwitzky explained his objections to certain clauses in the proposed contract. After considerable discussion of the provisions of the contract, the Executive Committee *voted* to instruct the officers of the Federation to sign the contract and thus complete the transaction with the Syracuse University Press for the publication of the present edition of the Lesson Plan Series.

12. After a discussion of the relationship existing between organizations such as the Federation with UNESCO, the Executive Committee *voted* the following resolution: Resolved that the Secretary of the National Federation of Modern Language Teachers be instructed to write a letter to the Secretary of UNESCO offering our cooperation.

13. Inasmuch as Professor Joseph Brown, Jr., who was invited at the 1945 Annual Meeting of the Executive Committee to attempt the organization of a national service bureau, was not present when the matter of the service bureau came up for consideration, Secretary Pitcher reported on his negotiations during the year 1946 with Professor Brown and with the United States Commissioner of Internal Revenue. It was his effort to have the Federation officially declared exempt from the federal income tax so that Professor Brown might more easily secure

from private sources donations which had been promised him on condition that such donations were not subject to taxation. Secretary Pitcher informed the Executive Committee that the Commissioner of Internal Revenue had ruled that the Federation is exempt from the federal income tax under Section 101 (7) of the Internal Revenue Code.

The following items of "new business" were considered by the Executive Committee:

1. A letter from Mr. Wilbur F. Murra, Special Assistant to the Committee on International Relations of the NEA, was read, inviting the Federation to participate officially in the preparation of a report for 1947 to contain comprehensive and specific recommendations on the rôle of the United States elementary and secondary schools in contributing to international understanding. The Federation was invited to authorize a reviewing committee of experts in the language-teaching field to review and criticize that part of the report which will concern the teaching of modern foreign languages. The Executive Committee *voted* to authorize the incoming President of the Federation to appoint a special committee to cooperate with the Committee on International Relations of the NEA in the manner suggested by Mr. Murra.

2. Professor del Toro proposed that a Federation committee be appointed to ascertain specifically what changes have taken place recently in the teaching of modern foreign languages and what changes are contemplated. The Executive Committee *voted* to authorize the incoming President to establish a committee to conduct the investigation suggested by Professor del Toro.

3. The Executive Committee next turned its attention to the proposal that the Committee consider a possible increase in the subscription price of *The Modern Language Journal* since printing costs are to be raised approximately 30%, effective January 1, 1947. President Milwitzky asked Secretary Pitcher, the incoming Business Manager of the *Journal*, to give the facts concerning the increase in the cost of producing the *Journal* and to suggest means of meeting the price increase. Secretary Pitcher outlined several ways in which the increased costs of publication might possibly be met; they included: a reduction in the number of issues per year (difficult this year on account of existing advertising contracts on an eight-issue basis); reduction in the number of pages printed; possible increase in the number of subscribers and amount of advertising carried (both difficult to achieve); and a possible increase in the subscription rate. Mr. Di Bartolo proposed that the basic subscription rate be raised to \$3.00 a year. This suggestion was opposed by Professor Tharp, who thought that means other than an increase in the price of the *Journal* should be found to meet the increased cost of production. Dean Doyle moved that the Federation bylaw fixing the basic price of the *Journal* at \$2.00 be changed to provide that the basic price of the *Journal* be raised to \$2.50. Professor French moved that subscriptions paid for before March 1, 1947, be received at the old rate of \$2.00. The Executive Committee *voted* to approve both motions.

4. Professor Tharp proposed that a charge of fifty cents be made for everybody (except libraries) in addition to the price of the *Journal*, this fifty cents to be considered membership dues of the regional association within the territory of which the subscriber resides, to be refunded by the Business Manager of the *Journal* to the regional association treasurer concerned, or to be retained by said treasurer if collection is made by him or his agents. After considerable discussion of this proposal, the Executive Committee *voted* not to approve the proposal.

5. Election of officers was the next order of business. The following officers were chosen for 1947:

President.....	Julio del Toro
Vice President.....	Stephen A. Freeman
Secretary-Treasurer.....	Henry Grattan Doyle

At 1:00 P.M. the meeting was adjourned to reconvene at Jene's Restaurant at 1:15 for a luncheon session during which other reports were heard and discussed.

Professor Joseph Brown, Jr., reported on the progress of his efforts to raise funds for the establishment and maintenance of the national service bureau authorized at the 1945 Annual

Meeting of the Executive Committee of the Federation. While no final arrangements for a grant of funds from a foundation or from private sources were completed during 1946, Professor Brown expressed the belief that at least a considerable part of the anticipated subsidies would become available during 1947, now that the Federation has been officially declared exempt from the federal income tax.

President Milwitzky reported informally on his activities in behalf of the Federation during 1946, and offered to submit to the Managing Editor of the *Journal* a statement that would embody his efforts and experiences of the past year and resultant suggestions for the coming one.

Final adjournment of the 1946 Annual Meeting was taken at 3:30 P.M.

Respectfully submitted,

STEPHEN L. PITCHER, *Secretary*

SECRETARY'S REPORT FOR 1946

At the 1945 Annual Meeting the Executive Committee took steps to get early action on the task of preparing a second revision of "Vocational Opportunities for Foreign Language Students," an enterprise on which no progress had been made during 1945, although the Committee had authorized the revision at the 1944 Annual Meeting. Furthermore, the Chairman of the Committee on the Rewriting of "Vocational Opportunities," Professor William Leonard Schwartz, had indicated his desire to be relieved of the chairmanship of the Committee.

At the 1945 Annual Meeting it was voted that a special committee made up of Professor C. D. Zdanowicz, *Chairman*, Dr. Theodor Huebener, and Dean Henry Grattan Doyle be asked to serve during the coming year in an effort to find a person who would be able and willing to take over the task which Professor Schwartz felt unable to continue.

Professor Zdanowicz and his committee went to work immediately and succeeded in persuading one of their own number, Dr. Theodore Huebener, Director of Foreign Languages, Schools of the City of New York, to accept the chairmanship of a new committee on revision, and selected the following representatives of different languages to serve on it:

- French: Professor Daniel Girard, Teachers College, Columbia University,
- German: Professor Günther Keil, Hunter College,
- Italian: Professor Vittorio Ceroni, Hunter College,
- Portuguese: Mr. José Fragoso, New York University,
- Slavic: Professor Arthur Coleman, Columbia University, and
- Spanish: Professor José Martel, City College of New York, with Professors Schwartz and Bovée as consultants.

At the suggestion of the chairman of the special committee, your Secretary polled the members of the Executive Committee of the Federation on the following propositions:

1. The Committee on Revision of "Vocational Opportunities," as constituted in 1944, shall be discharged, and a new committee on printing of the pamphlet appointed, consisting of Dr. Huebener, *Chairman*, Mr. Di Bartolo, and Mr. Pitcher, and the matters referred to the original committee shall be referred to the new committee.
2. The actual revision of the contents of "Vocational Opportunities" shall be entrusted to Dr. Huebener and the various language representatives mentioned in the attached letter.
3. An amount not to exceed \$50 shall be appropriated out of the funds of the Federation to defray the necessary expenses of the Committee on Revision of "Vocational Opportunities."

The fourteen members of the Executive Committee who returned the ballot approved unanimously all three of the above-listed proposals.

Dr. Huebener submitted a completed manuscript to the Business Manager of the *Journal* during the summer. Mr. Di Bartolo and your Secretary, the two other members of the Com-

mittee on Printing of "Vocational Opportunities," met in Buffalo in August and agreed on the form in which the pamphlet should be published, the price of the publication and other details pertaining to the printing of the pamphlet. The pamphlet came from the press early in the fall and is now obtainable from the Business Manager of *The Modern Language Journal*.

At the 1945 Annual Meeting the Executive Committee of the Federation voted to establish a national service bureau to serve the teachers of all modern foreign languages, and the Committee also voted to place in general charge of the enterprise Professor Joseph Brown, Jr., of the University of Connecticut, a member of the Federation's National Committee on the Place of Foreign Languages in American Education and Chairman of the Sub-Committee for New England.

Professor Brown reported to the Secretary early in the year that he thought he would be able to secure from private sources considerable money to help finance the activities of the Bureau if the Federation could be officially declared exempt from the federal income tax so that donors of funds to the Bureau might not have to pay a tax on funds so used. Accordingly, your Secretary undertook to have the Federation declared exempt from federal income tax. He filed the required affidavit, reports, and exhibits with the U. S. Commissioner of Internal Revenue. On August 30 he was informed by the Commissioner that the Federation is, in his opinion, exempt from federal income tax under Section 101 (7) of the Internal Revenue Code.

At the 1945 Annual Meeting of the Executive Committee Professor B. Q. Morgan reported the decision of the Pacific Coast Federation of Modern Language Associations to declare itself dissolved. The Executive Committee accepted this decision of the Pacific Coast Federation. On May 5 Mr. Arthur S. Wiley, ex-Secretary-Treasurer of the Pacific Coast Federation of Modern Language Associations, wrote your Secretary a letter at the suggestion of Dr. Wm. Leonard Schwartz, ex-President of the Pacific Coast Federation of Modern Language Associations, confirming the dissolution of the Pacific Coast Federation as announced by Professor Morgan at the Annual Meeting of the Federation in Chicago, informing your Secretary that he was sending him under separate cover the "archives" of the Pacific Coast Federation and submitting his treasurer's report. That report showed a balance on hand of \$7.35 as of May 5, 1946, a check for which Mr. Wiley enclosed with his letter. This sum of \$7.35 your Treasurer has deposited in the checking account of the Federation. It is assumed that this money may be turned over to any new regional organization which may be formed in the territory of the former Pacific Coast Federation.

Early in the summer we learned with deepest regret of the passing of our most loyal and conscientious member, John D. Fitz-Gerald, who died on June 10. The picture of "Fitz" with us last year until the very end of our lengthy session, when he really should have been resting in his home, is engraved indelibly, I am sure, in the memory of every member of the Executive Committee who attended our Annual Meeting in Chicago last December. It will be a long time before Professor Fitz-Gerald's record for able and faithful service to the Federation, and to organized effort in general in our field, is surpassed, or even equalled.

Respectfully submitted,

STEPHEN L. PITCHER, *Secretary*

TREASURER'S REPORT FOR 1946

Permanent Fund

December 29, 1946

U. S. Savings Bond, Series F, due June 1, 1957, No. M1 122 723F	\$1,000.00
	<hr/>
	\$1,000.00

Checking Account

Receipts

Dec. 21, 1945	Balance on hand	\$ 690.69
Dec. 29, 1945	Check from Business Manager—Profits from <i>Journal</i> , 1945 . .	521.28

May 5, 1946	Check from Pacific Coast Federation of Modern Language Associations.....	7.35
Nov. 27, 1946	Cash from U. S. Savings Bonds, Series B, due Nov. 1, 1946, Nos. M296950/4, inclusive.....	5,000.00
Dec. 28, 1946	Check from Business Manager—Profits from <i>Journal</i> , 1946..	692.68
Dec. 29, 1946	Cash from AATSEEL.....	5.00
		<hr/>
		\$6,917.00
		<hr/>

Disbursements

Dec. 29, 1945	R. R. fares of delegates to Annual Meeting in Chicago.....	\$ 372.67
July 1, 1946	Check to Joseph Brown, Jr.—Expenses of National Service Bureau.....	100.00
July 16, 1946	Check to Theodore Huebener—Expenses of Committee on Revision of "Vocational Opportunities".....	15.00
July 25, 1946	Check to Grimm & Gorly, Florists.....	11.50
Dec. 11, 1946	Check to George Banta Publishing Company—Printing of Second Revised Edition of "Vocational Opportunities"..	372.98
Dec. 16, 1946	Expenses of Secretary-Treasurer's office for 1946.....	29.67
Dec. 16, 1946	Salary of Secretary-Treasurer for 1946.....	200.00
Dec. 21, 1946	Auditing of Treasurer's Books for 1946.....	5.00
Dec. 29, 1946	Expenses of President's office for 1946.....	90.25
Dec. 29, 1946	R. R. fares of delegates to Annual Meeting in Washington..	475.93
		<hr/>
		\$1,673.00
		<hr/>
Dec. 29, 1946	Balance on hand in Checking Account.....	\$5,244.00
		<hr/>

Respectfully submitted,
STEPHEN L. PITCHER, *Treasurer*

January 8, 1947

The above report of the Treasurer of the National Federation of Modern Language Teachers has been carefully audited by me and found to be correct.

Signed: JOSEPH DIXON, *Field Auditor*,
Board of Education of the
City of St. Louis

December 21, 1946

The National Federation of Modern Language Teachers
Mr. Stephen L. Pitcher, Treasurer
St. Louis, Missouri

GENTLEMEN:

I have today visited the Mercantile-Commerce Bank and Trust Company in St. Louis and found therein, in Box #345, the following security issued to the National Federation of Modern Language Teachers: \$1,000 U. S. Savings Bond, Series F, due June 1, 1957, No. M1 122 723F.

Very truly yours,
Signed: JOSEPH DIXON, *Field Auditor*,
Board of Education of the
City of St. Louis

January 10, 1947

We have examined the report of the Treasurer and find it to be correct in every detail.
Auditing Committee

Signed: CHARLES W. FRENCH, *Chairman*
JULIO DEL TORO

MODERN LANGUAGE JOURNAL

Statement of Cash Receipts and Disbursements
From January 1 to December 31, 1946

Receipts

Revolving fund.....	\$ 100.00	
Surplus from 1945 operation.....	100.98	
Cash received from advertisers.....	2,026.56	
Cash received from subscriptions.....	\$5,754.03	
Less: Checks returned.....	56.70	5,697.33
Total Receipts.....		\$7,924.87

Disbursements

1. Printing and mailing of <i>Journal</i>	\$5,513.09	
2. Salary: Managing Editor.....	200.00	
3. Expenses: Managing Editor.....	248.53	
4. Salary: Business Manager.....	200.00	
5. Clerical assistance.....	250.00	
6. Postage.....	189.40	
7. Stationery and printing.....	70.26	
8. Return postage.....	12.79	
9. Refunds.....	14.10	
10. Telegrams and telephone.....	7.80	
11. Storage.....	60.00	
Total Disbursements.....		\$6,765.97
Add: Revolving fund.....		100.00
		\$6,865.97
Cash on Hand.....		\$1,058.90

MONOGRAPHS

Profit and Loss Statement
for 12 Months Ended December 31, 1946

Receipts:

"Language Leaflets".....	\$ 31.80	
"Vocational Opportunities".....	77.22	
Back copies.....	367.50	
Total Receipts.....		\$ 476.52

Disbursements:

Reprints of Language Leaflet #2.....	\$ 19.53	
Purchase of back copies.....	47.10	
Binding of back copies.....	65.78	
Total Disbursements.....		\$ 132.41
Net Receipts.....		\$ 344.11

Division of Profits as Per Constitution and By-Laws

		Federation	Business Manager	Managing Editor
<i>Modern Language Journal</i>				
50% of \$1,000.00		\$ 500.00	\$ 500.00	
50% of 58.90			29.45	
35% of 58.90		20.62		
15% of 58.90				\$ 8.83
<i>Monographs</i>				
50% of \$ 344.11		172.06	172.05	
Totals		\$ 692.68	\$ 701.50	\$ 8.83

Résumé

Total Cash Received:

For <i>Journal</i>	\$7,924.87
Monographs	476.52

Paid Out:

For <i>Journal</i>	\$6,765.97	\$8,401.39
For Monographs	132.41	
Federation	692.68	
Business Manager	701.50	
Managing Editor	8.83	
Revolving Fund	100.00	
		<u>\$8,401.39</u>

Respectfully submitted,

Signed: FERDINAND F. DI BARTOLO, *Business Manager*

Audited and approved by Auditing Committee:

Signed: CHARLES W. FRENCH, *Chairman*

JULIO DEL TORO

December 29, 1946

The following resolutions of the Modern Language Association of America, which were adopted December 27, 1946, will be of interest to MLJ readers:

1. *Resolved:* that the Modern Language Association of America in devoting itself to research does not abandon its original purpose, the advancement of the study of modern languages and literatures; that the Association is opposed to curtailment of these subjects in the curricula of colleges and secondary schools; and that it regards the mutual understanding of peoples through understanding of their languages and literatures as essential to the implementing of the social international obligations which our country has undertaken.
2. *Resolved:* that the Modern Language Association of America request the State Department to open the mails between the United States and Germany to include the sending of printed material, that is, newspapers, journals, and books, so that there may again be an exchange of information and scholarship between these two countries.

Know Your Neighbor!

Much has been said and written concerning the post-war world. Industrialists foresee endless possibilities for expansion; scientists promise to reveal to us countless wonders; archi-

fects are planning new and amazing structures. Yet it behooves us to ask once more the simple question: What of the individual? After all the actor in this great drama is man. What of him in the post-war world?

It seems reasonable to assume that he will be called upon to fulfill the obligations not only of a national citizen but of a world citizen. It will no longer be sufficient that he speak his own language, that he know his own government. He will be called upon to exchange ideas with men of other lands, to work in harmony with them.

How, then, shall we prepare the boys and girls in our schools to become world citizens? The world citizen must first of all be a clear thinker; that is, he must think exactly, logically, precisely. What better means have we for reaching that goal than the study of modern languages? Languages, well-taught, force the student to be exact, to be definite, to be logical. No other subject, unless it be mathematics, makes such severe demands. Language mastery requires constant application and steadiness of effort.

But our world citizen must be more than a cold, calculating individual. He must understand foreign countries and foreign peoples. What better tool have we for penetrating the thought of another nation, for learning to appreciate the problems of our neighbors than the study of a modern language? The post-war world will indeed require keen minds, but it will require still more than that—understanding hearts.

Since, then, the study of a modern language is to be a very valuable social science, it seems only reasonable that it be granted a prominent place in the curriculum. Much of the past criticism which has been hurled so unjustly against the results of modern language study would be silenced were languages accorded the time they really deserve. Some of our boys and girls who have spoken and written English for sixteen or seventeen years of their young lives are still woefully ignorant of their mother tongue. Why should it be expected then that in the space of two school years, on a basis of three and a half hours a week, a student know how to speak, write, read and understand well a foreign tongue? This vitally necessary social science well deserves an eminent place in the school program of tomorrow.

For the development of clear thinking, for the building of understanding among nations, let's have more modern language study! There is no surer way to the establishment of lasting peace than really knowing one's neighbor. How can we know him better than through the language he speaks?

ELEANOR L. MICHEL

*Meriden High School
Meriden, Connecticut*

Miss Ruth Maxwell, recently retired head of the Romance Language department of Oak Park High School, Oak Park, Illinois, has been presented the Palmes Académiques. The award was made by the French consul in Chicago, January 18, 1947, in recognition of her efforts in furthering the study of French in America.

A Program for the Improvement of the Teaching of Modern Foreign Languages in the Schools of the St. Louis Area

The Report of a Special Committee of the Modern Language Club
of St. Louis and Vicinity

- I. The basic objectives of instruction in Modern Foreign Languages should be:
 - A. To give students a practical command of the language by attaining skill in
 1. Understanding the language as used by native speakers
 2. Speaking with good pronunciation, with good intonation, and with reasonable accuracy, the language as used in actual life situations

3. Reading for content without translation
4. Writing freely in the language with reasonable accuracy
- B. To encourage in students a broad vision, with the understanding necessary for a genuine world-mindedness, by helping them to develop
 1. Appreciation of other peoples
 - a. their way of life
 - b. their achievements and contributions to world civilization in the arts, sciences, and inventions
 - c. their geographical, historical, and cultural background
 - d. their psychology and standard of values as compared with our own
 2. Respect for other peoples through
 - a. realization that difference does not constitute inferiority
 - b. recognition of our indebtedness to others for their contributions to our own civilization
 3. Willingness to learn from others in those areas in which they excel
 4. Readiness to foster a world society achieved through international understanding and cooperation

II. The fundamental questions to be considered in order to attain these objectives are:

- A. Who is to study foreign languages?
 1. Students who desire to acquire a second language
 2. Students who are potentially capable as shown by
 - a. previous school record, particularly in the language arts
 - b. prognostic tests
 - c. I. Q.
- B. What method will bring best results?
 1. Audio-oral, whereby ability to understand the spoken language and ability to speak it are sought *from the first day*
 2. Functional, whereby contacts are arranged between students and native speakers as early as possible
 3. Cultural content, integrated with daily work
- C. What should be the qualifications of teachers?
 1. Teachers should be able to understand and speak the language sufficiently well to use the audio-oral method
 2. Teachers should accept approved objectives and approach
 3. Teachers should be adequately trained to apply the required method
(*Note: It is recommended that Boards of Education establish in-service training programs for language teachers, help to finance foreign travel, and arrange for teacher exchanges.*)
- D. What time allotment is necessary?
 1. A substantial increase of clock hours on the basis of what we know of the ASTP and other language programs with the following factors to be considered:
 - a. maturity of children
 - b. size of class
 - c. intensity of program
 2. Suggested distribution of time
 - a. six years—beginning in 7th grade
 - b. four years—beginning in 9th grade
 - c. one-year intensive program in 11th or 12th grade
- E. What materials are required?
 1. Every language room should be equipped with the best record player available
 2. Each school should have all the equipment necessary for making records
 3. A language workshop or practice room should be provided

4. An adequate supply of records, with mimeographed copies of script for each student should be maintained
 - a. commercial records
 - 1) songs
 - 2) dialogues
 - 3) readings
 - b. home-made records
 - 1) master records prepared by native speakers in collaboration with classroom teacher with cuttings available for home use
 - a) text to be integrated with regular classroom work
 - b) speaking timed from slow to normal on same record
 - 2) records made by students at regular intervals for purpose of comparison and evaluation

(Note: The use of these records during the class period should be considered an integral part of the work and not as recreation or "fillers-in." Experimentation in their best use is going on in several schools and universities. It is obvious, however, that their content must be closely correlated with the text-book in use or with mimeographed lesson sheets prepared by the teacher and given to each child.)
5. Each school should have a good recorder
6. Foreign language 16 mm films with scripts should be available
 - a. short action talkies (6-8 minutes) on typical, everyday situations with script available for each student
 - b. movies showing the life of the people (similar to those prepared on life in the U. S. to be sent to Latin American countries)
(Note: Language teachers should request film producers and the U. S. Office of Education to develop such films if they are not now available.)
 - c. travelogues with narration
7. Well graded and carefully selected textbooks should be provided which contribute definitely to the achievement of the approved objectives
8. Realia representing as many phases as possible of the foreign civilization should be displayed
9. A piano should be provided for the Modern Language Department
10. Wall pictures, charts, and maps and globes with foreign language texts should be furnished
11. Adequate secretarial help should be available

III. Experiments which should be started at the earliest opportunity are:

- A. To determine the most effective and economical program for foreign language teaching in given situations, such as
 1. Spot locations in the elementary school (1st-6th grades)
 2. Six-year program beginning in 7th grade
 3. Intensive or concentrated program in the 11th or 12th grade
- B. To determine the best use of modern mechanical aids, particularly foreign language records and films
- C. To develop teaching materials more adequately suited to the audio-oral approach
- D. To provide adequate training in the audio-oral method for future language teachers
(Note: All such experiments should be carefully controlled and measured. A descriptive, progressive report by the teacher in charge would be of great value.)

IV. The further recommendations of the Committee are:

- A. That a copy of this report, if adopted, be sent to the
 1. Superintendents and curriculum directors of all major school systems in the St. Louis area

2. Metropolitan newspapers
 3. Inter-American Center
 4. Teacher-training institutions
 5. U. S. Office of Education
- B. That committees be appointed for next year to continue this study
- C. That the Modern Language Club of St. Louis and Vicinity initiate a study to determine words of most frequent use in oral language, comparable to the Buchanan Word List for written Spanish,
- D. That the Club gather statistics, beginning next September, from the schools in this area on the enrollment of students in foreign languages to determine the percentage of students enrolled and the number who drop out at the end of each year and attempt to ascertain the number of adults studying modern foreign languages in the St. Louis area
- E. That the Club request radio stations in this area to provide frequent foreign language programs
- F. That the Club ask the cooperation of all schools in this area in celebrating Modern Language Week, the date to be set by a committee in charge
- G. That the Club make a study to find out what is being done to train language teachers
1. What is being done currently
 2. Where the best practices are found
 3. What changes should be made in local institutions
- H. That the Club sponsor a program of in-service training for teachers consisting of
1. Monthly sectional meetings with lectures by native speakers
 2. Weekly language suppers
- I. That the Club make an effort to determine public interest in the learning of modern foreign languages and the degree to which the public will support an adequate language program in the schools

Submitted by

F. VIRGINIA DOUD, *Chairman*

SENA SUTHERLAND, *President*

ROSE ERNST

SMÔNE LE FAIVRE

MARION MCNAMARA

STEPHEN L. PITCHER

*Personalialia**

University of Connecticut, Storrs, Connecticut

Promotion: J. H. Arjona—to Head of Foreign Language Department

University of Pennsylvania, Philadelphia, Pennsylvania

Appointment: Otto Springer—to Chairman of Department of Germanic Languages and Literature on July 1, 1946.

Promotions: Adolph D. Klarmann—to Associate Professor of German Literature. Allan L. Rice—to Assistant Professor of German (returning from Navy service).

Resignation: H. Plisel.

Wellesley College, Wellesley, Massachusetts

Leaves of absence: Marjorie H. Ilsley, Associate Professor of French, second semester, 1946-47. Françoise R. Livingston, Associate Professor of French, 1946-47.

* These items were received between December 15, 1946 and January 15, 1947. Only those of professorial rank are included.

Reviews

Chants de France, Tome II. Edited by the Thrift Press, Ithaca, New York, 1946, pp. 32 (mimeographed). Price, \$.15.

This little booklet has commendable features; it has a good selection of canons and is well presented and inexpensive. It should be of use in the classroom, especially for older students.

There are, however, a few reservations to be made. While the grouping of the songs is generally good—love-songs, canons and, last, airs from operas—a religious hymn, "Reste avec nous Seigneur," is curiously placed between "O ma tendre musette" and "Cadet Rousselle." Furthermore, the choice of "Lily Marlène" as a counterpart to "La Madelon" seems a little questionable. I doubt if this recent German military song were universally popular in France during the occupation.

There are also a couple of mistakes as on page two: "*Mont chant cesse qui te laisse le murmure du ruisseau*" and on page eight: "*Mélodie revenant à une vieille chanson.*"

In spite of these remarks this booklet should be valuable to students for it has the advantage of offering the melody as well as the words of well-known French songs.

ANNE-MARIE DE COMMAILLE

The Spence School
New York, New York

HARDRÉ, RENÉ and GIDUZ, HUGO, *French Club Programs.* Edwards Brothers Inc., Ann Arbor, Michigan, 1946, pp. 107. Price, \$1.65 plus postage.*

Beginning with an introduction explaining the use of the material and offering definite suggestions for the management of a French Club, this book outlines fifteen programs for club meetings. Its scope, however, is much larger than that number might be taken to indicate. Each program provides more than enough material for one session, which a teacher with intuition should have little difficulty in modifying and adapting indefinitely. Thus what is presented as a series of programs for two semesters might serve at least as a useful framework over a period of years.

The appendix includes a set of *statuts* (a sort of simple "constitution" for governing the Club), collections of proverbs and maxims which may be learned and recited in answer to roll-call, a list of *devises postales de villes de France*, a section devoted to *gages et pénitences*, fifteen supplementary games and finally a simple and clear explanation of the essential rules for correct oral reading of French poetry.

In general each program consists of two parts, instructive and recreational. There is

* This may be purchased from Hugo Giduz, 107 Peabody, University of North Carolina, Chapel Hill, N. C.

alternation between exercises by the group as a whole and other activities carried on by a few or even a single member. With this arrangement all may take part in the program, and the less experienced will be spared unnecessary tension and fatigue. The recreational portions include a variety of games as well as songs, presented with words and music, and with attention called to details of pronunciation which pupils will probably need to watch especially.

It is the authors' belief that French Clubs often fail because "too much extemporaneous conversation is attempted" and thus "embarrassing situations" are brought about. To obviate this cause of failure they offer for each meeting a set of *formules* for the use of officers and members which should suffice to carry the procedure through all ordinary situations. Footnotes supply *variantes* which with occasional obvious adaptation ought to take care of any eventuality.

Having been developed "as the result of actual experience," this work is thoroughly practical. Given the kind of reasonable preparation which is naturally required, these programs should enable any French Club to conduct meetings which will be "interesting as well as profitable."

LOUIS FOLEY

*Ecole Champlain
Ferrisburg, Vermont*

ROUILLARD, CLARENCE DANA, *The Turk in French History, Thought and Literature (1520-1660)* ("Etudes de littérature étrangère et comparée, XIII"). Boivin et Cie, Editeurs, Paris, 1940, pp. 700. Price, 400 frs.

As Professor Rouillard indicates in his title, this work is a study of the impression made between the years 1520 and 1660 upon French civilisation by various contacts with the people, the life and the government of the Ottoman empire. Following a cursory survey of the rise of the Ottoman state and its development up to 1520, Professor Rouillard relates the main events of Ottoman history of the period with a view particularly to show French relations with Turkey in their proper setting. Upon this broad historical introduction are then projected in chronological order the numerous diplomatic missions sent to the Ottoman sultans, chiefly as portrayed by their dispatches and letters made public in France at that time. Furthermore, in order to present an exact indication of the information available to the people and authors of France, Professor Rouillard surveys all travel literature, missionary and pilgrim reports and descriptions of the Ottoman empire by merchants, ex-Ottoman officials and slaves and other residents of Turkey.

In all these contacts and in the informative literature which resulted the author has demonstrated two chief types. In one, the sources presented the general theme that the Turk was a barbarian and an infidel wholly lacking in all civilized manners and practices and that the Ottoman government was corrupt, rotten, venal, cruel, ruthless and so forth. In the other, however, quite a true and objective presentation of Ottoman civilization was made, frequently comparing unfavorably French ways and practices in respect to the swiftness and sureness of justice, education of officials, army discipline, advancement of individuals on a basis of merit, philanthropy, piety, simplicity, tolerance, honesty, culture, cleanliness and the like. Especially in regard to the latter view Professor Rouillard shows very clearly the leavening effect it had upon thought in sixteenth and seventeenth century France and illustrates the point by devoting several sections in studying and reviewing the works of Montaigne and other essayists.

In Part IV of the work the author reaches his climactic point of the rôle of the Turk and the exotic orient in French imaginative literature of the period. Professor Rouillard reviews in exacting detail the various stories, themes and cycles occurring and, in a most fascinating and amazing way, outlines and presents the sources (which were not always accurate historically) whence the French authors obtained the material for their drama, prose fiction, verse and ballet.

In a magnificent way Professor Rouillard in this book has shown the important place that the Turk has had in French thought and literature. He has presented the thesis that the alliance between Francis I and Suleiman the Magnificent and the resulting intercourse between the two civilizations greatly extended French mental horizons and left an indelible mark upon many aspects of French life. With the marshalling of a great detail of evidence and an exhaustive gathering of material Professor Rouillard has left little room for any dissenting opinion.

SYDNEY NETTLETON FISHER

Ohio State University

ROMAINS, JULES, *Louis Bastide*, edited by Fernand Vial. Henry Holt and Co., New York, 1946, pp. 155. Price, \$1.50.

This is an excellent edition of *Louis Bastide*, consisting of episodes taken from several of the volumes of *Las hommes de bonne volonté* (including the twenty-seventh and last). They show the hero, a typical middle-class Frenchman, as he grows from a serious-minded little boy into a successful engineer.

The story is well adapted for school use, the editing has been very careful and the footnotes are few but adequate, since most colloquialisms and idioms are translated in a very complete vocabulary. I found, however, the following omissions: "*encore heureux qu'à son âge*" (37), "*ton père ne veut rien entendre*." *Entendre* here means "listen to reason" and not simply "hear" or "understand." (57), "*je me mets bien dans votre cas*" (85), "*je ne demandais pas mieux*" (91) and "*se faire un idée*" (118).

I regret that a map of the Montmartre quarter was not included for it would have helped the student who might be confused by the multiplicity of street-names, especially in the first chapter of the story.

The introduction is excellent and gives the reader a concise and clear-cut criticism of the work of M. Romain. The questions and translations at the end of the book provide abundant material for classroom use. On the whole, this is a very satisfactory book and one to be highly recommended, especially for students in the latter part of the second or the first part of the third year of French.

AGNÈS DUREAU

Western Reserve University

HESPELT, E. HERMAN, LEONARD, IRVING A., REID, JOHN T., CROW, JOHN A. and ENGLEKIRK, JOHN E.; *An Anthology of Spanish American Literature*. F. S. Crofts and Company, New York, 1946, Price, \$5.00. (Also available in two volumes at \$3.00 each.)

The editors of *An Anthology of Spanish American Literature* have done a splendid piece of work in making available to American students of Spanish a text containing so many of the best selections of Spanish American literature. The task was an exacting one due to the vast scope involved. Happily it was performed by the editors, all well-known scholars in the field of Spanish American literature, with discrimination and scholarship. It was prepared under the auspices of the *Instituto Internacional de Literatura Iberoamericana* by a committee consisting of E. Herman Hespelt, chairman and editor, Irving A. Leonard, John T. Reid, John A. Crow and John E. Englekirk.

The *Anthology* is divided into five sections, and each member of the committee is responsible for one of them. Thus, Professor Leonard had charge of section A, "The Colonial Period"; Professor Reid of section B, "The Period of Struggle for Independence"; Professor Hespelt of section C, "The Nineteenth Century Before Modernism"; Professor Crow of section D, "Modernism-Realism" and Professor Englekirk of section E, "The Contemporary Period."

Sound literary judgments and selections of ample length are noteworthy attainments in all five sections. The passages given are never scanty but are long enough so that the reader can obtain a clear picture of the writer in question as well as the full work from which the passage is taken. Rather than give short excerpts of the modern and contemporary novel, the editors have preferred to omit selections from any novel published after 1826. They feel "that any excerpts short enough to fit into the available space would be too short to represent fairly the work from which they were taken."

The notes are very thoroughly and carefully done and will prove a source of great benefit to the students. The biographical material concerning the various writers is short but adequate, in the main. The editors have not included the very excellent bibliographical material listed in their *Outline History of Spanish American Literature*. This volume, also published by Crofts, should be used as a companion text to the *Anthology*.

The format of the text is very pleasing, although there are no pictures or illustrations. It is attractively printed and very readable in spite of the fact that the selections are in double columns. It is a distinct contribution to the study of Spanish American literature, being at the same time scholarly and teachable. It is the first adequate text of its kind in the field of Spanish American literature and fills a long-felt need by teachers in this subject.

MARSHALL E. NUNN

University of Alabama

SWAIN, JAMES O., *Ruedo antillano*. D. C. Heath and Company, Boston, 1946. Price, \$1.60.

This text fulfills a need long felt in the teaching of Spanish in that it gives a splendid picture of the Caribbean area. The picture given is sympathetic and at the same time authentic. The author makes us feel that he is giving us a true and up-to-date report on the Caribbean countries.

Ruedo antillano is intended for students of the second semester level in college or the second year in high school work. The vocabularies are carefully worked out with idea of conversation uppermost in mind at all times.

Thirty chapters are included, dealing with Cuba, Haiti, the Dominican Republic, Puerto Rico, Panama, Costa Rica, Honduras, Guatemala and Mexico. The descriptive material is interesting and highly informative. The dialogue is sprightly and at the same time very idiomatic. The Spanish is excellent, and one never has the feeling that it is "manufactured."

The author has consistently striven for material which will lend itself to conversation. His success in this is evident in almost every page. It is a very teachable book, well planned and constructed. The exercises are aids in encouraging and helping oral work. Debates, riddles, songs and so forth are included. Suggested conversations are also included.

The form of the text is pleasing and attractive. The numerous photographs add to the attractiveness of the book. *Ruedo antillano* should prove to be one of the most satisfactory readers for Spanish teachers and students alike which has been published in recent years.

MARSHALL NUNN

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